Studybook

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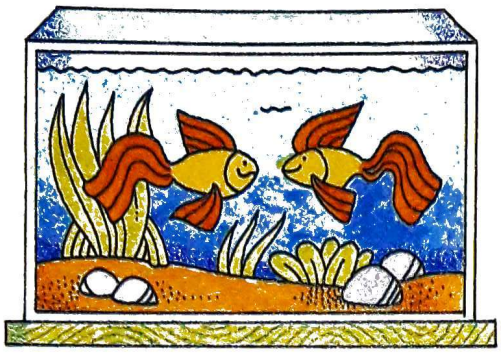
Ginn and Company

Come and Play

fish	eat	dolphin

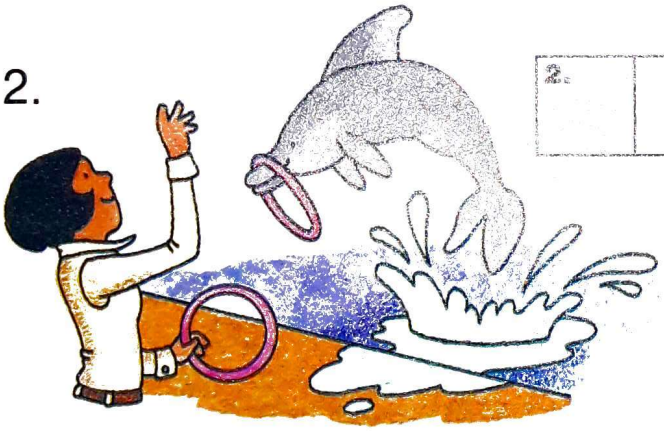
1.



1. f	i	s	h
o			
r			

Look at the _____!

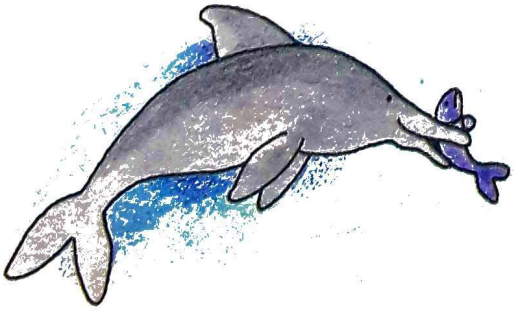
2.



2.						
						o
						t

She can play with the _____.

3.



	m	
3.		
	n	

The dolphin can _____ the fish.

Additional Activity: Have both words in each puzzle read aloud.

"KEN AND THE FISH," 6–9

Introducing the Page: Ask a volunteer to read the title. Have pupils read the words in the box. Discuss the pictures with pupils. Then have them use the clues provided to complete each crossword puzzle.

Cat and Dolphin

1.

○ Real
○ Not real

2.

○ Real
○ Not real

3.

○ Real
○ Not real

4.

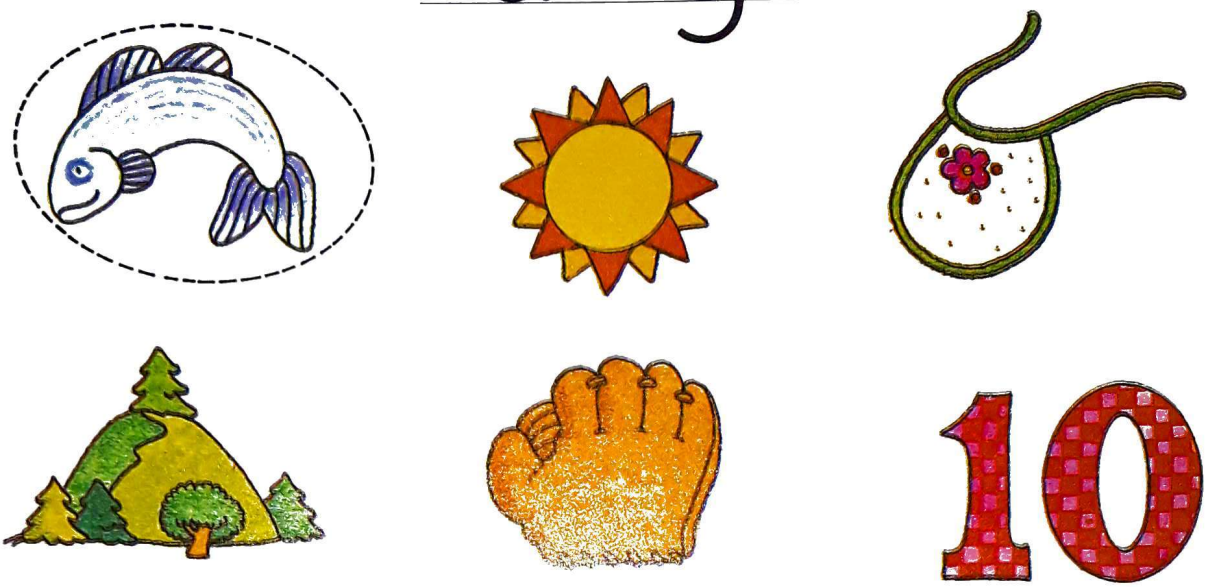
○ Real
○ Not real

KEN AND THE FISH, 6-9
Introducing the page: Have the title read. Introduce pupils to the terms real and not real. Then have them look at each picture, decide whether it portrays a real event, and fill in the circle next to Real or Not real.

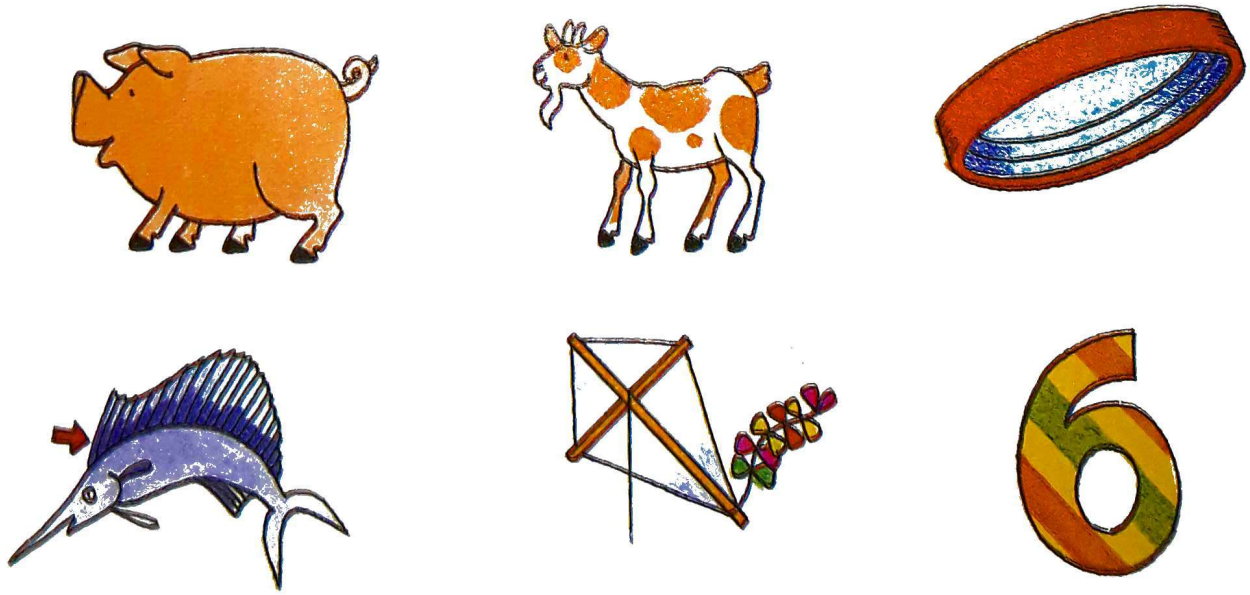
Additional Activity: Have pupils choose one real picture and one fantasy picture about which to make up an oral story.

It Is i

dig



with

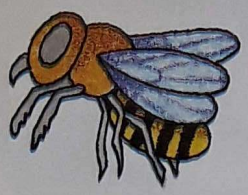


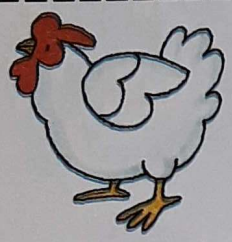
Additional Activity: Have pupils mark an X on any picture that shows something with which one might play. (mitt, kite) You may want to have pupils tell in what categories individual items pictured belong. (For example: fish, pig, goat—animals; ten, six—numbers)

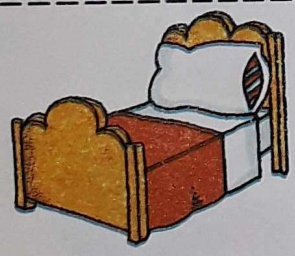
"KEN AND THE FISH," 6–9

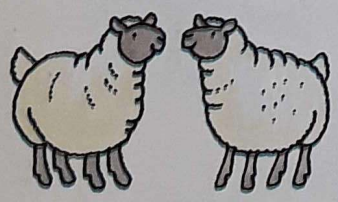
Introducing the Page: Call on a volunteer to read the title. Have pupils trace the letter i in dig and with. Then have them circle the pictures whose names have the same vowel sound as in dig and with.

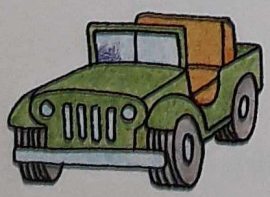
Is It for Here?











"KEN AND THE FISH," 6–9

Introducing the Page: *Ask a volunteer to read the title. Help pupils tear out the page and cut out the pictures on the left side of the page. Then have them paste on the tree any picture whose name has the same vowel sound as in* tree.

Additional Activity: Have pupils identify the pictures whose names rhyme with tree (bee, sheep, jeep) Help pupils to think of additional things whose names contain ee (ē see), draw pictures of them, and paste these pictures on the tree.

Look at Me!

We Me She

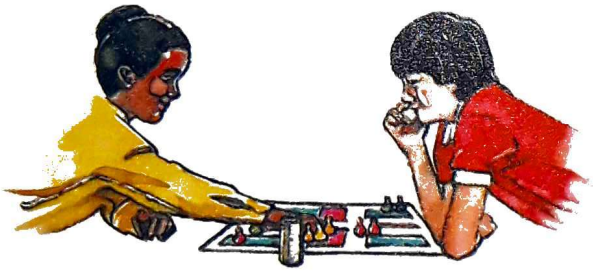
1. Ken said, "We can play ball."

She He We

2. _____ can play.

he she me

3. Sara said, "Come to _____."



She Me We

4. Beth said, _____ can play."

She He We

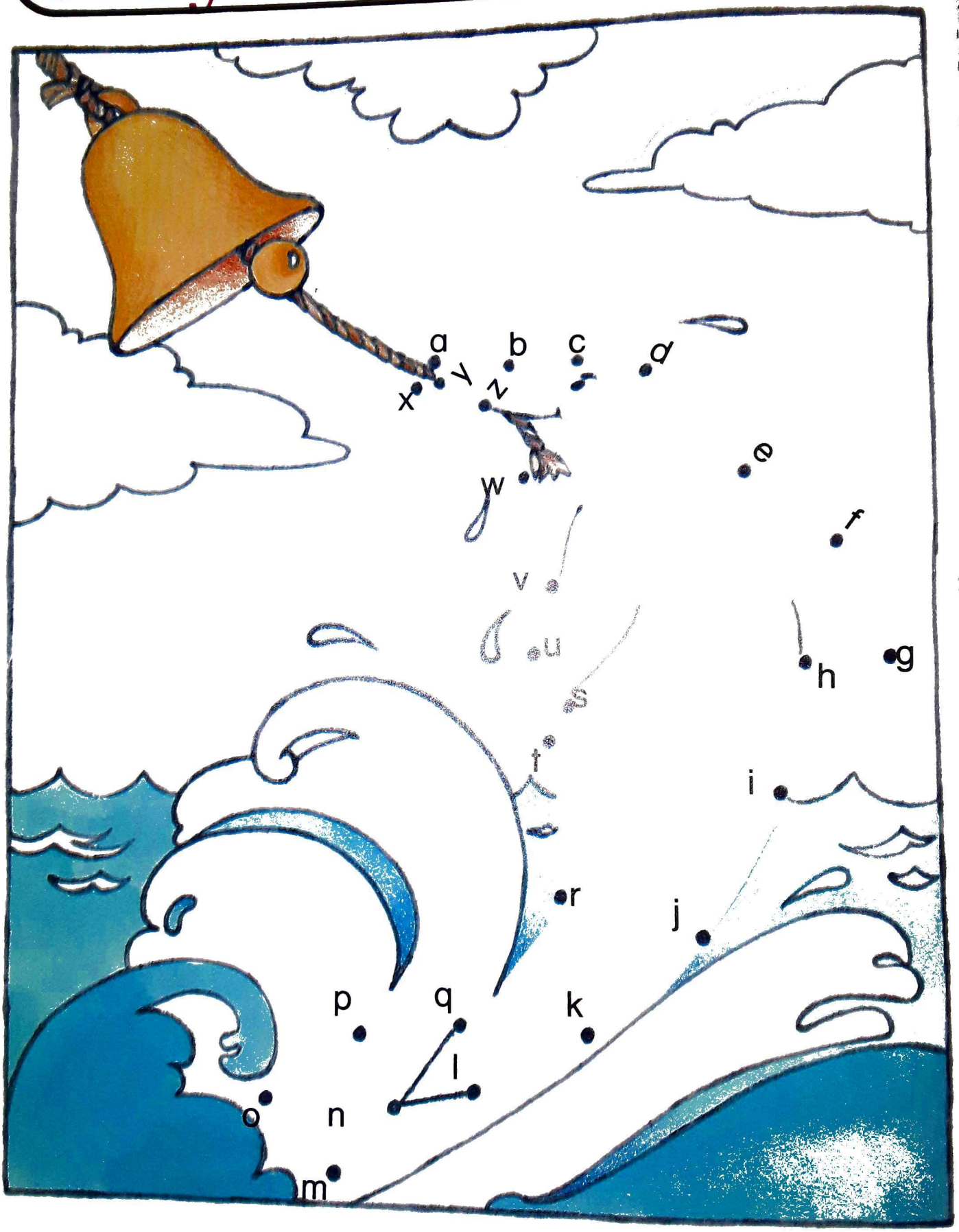
5. _____ can work.

"KEN AND THE FISH," 6–9

Introducing the Page: Have the title read. Ask pupils to look at each picture. Then have them complete each sentence with one of the three word choices.

Additional Activity: Have pupils copy the words he, she, me, and we onto index cards. Ask each pupil to hold up one card and use the word shown in a sentence.

Play with the Bell



KEN AND THE FISH 6-9

Introducing the Page: *Ask a volunteer to read the title. Have pupils complete the picture by drawing a line from a to b, from b to c, and so on.*

Additional Activity: Pupils may color the picture of the dolphin. Have pupils use the completed picture as the basis for telling a story.

You Will See It Here

1. We will see the big whale here.
2. We will see a book on fish here.
3. We will eat here.
4. We will see the fish in here.
5. The big fish is for the whale.

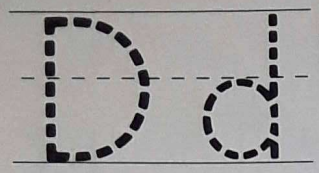
Additional Activity: Have pupils trace the path they would like to take through the marine park. Then have them tell what they would like to see first, next, and so on. You may want to have pupils work in pairs, with one pupil giving oral directions from one place on the map to another and the second pupil drawing a line on the map in accordance with those directions.

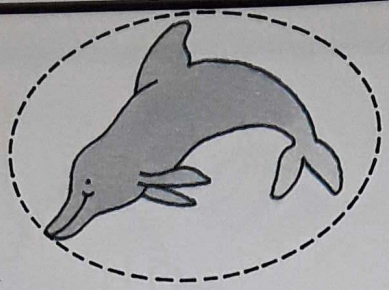
"ANA AND THE WHALE," 10–13

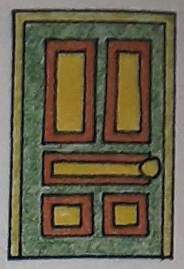
Introducing the Page: Call on a volunteer to read the title. Have pupils read the sentences at the bottom of the page. Then tell them to write the sentence numbers in the appropriate circles in the picture.

Come and See

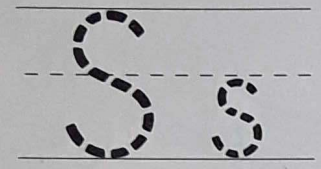
1. dig

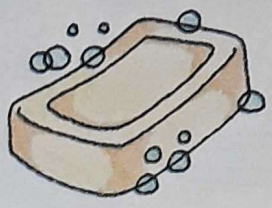


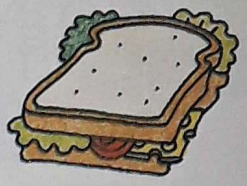




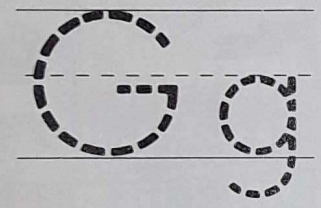
2. see

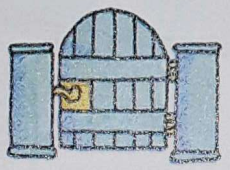




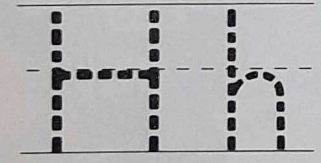


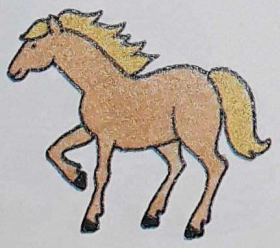
3. get

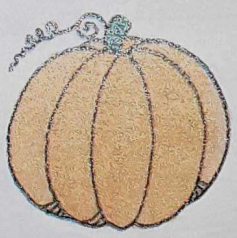




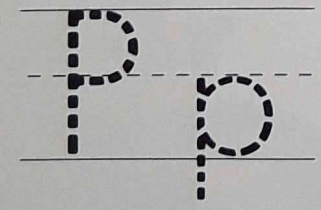
4. hop

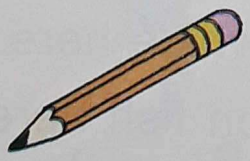


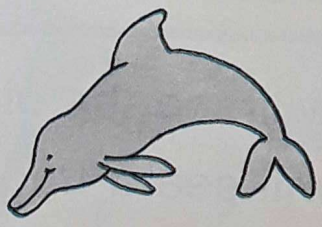


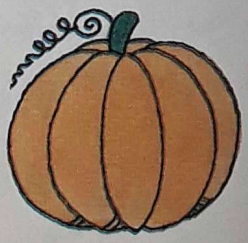


5. pig

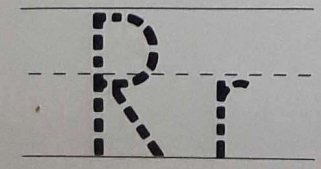


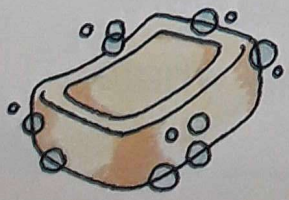


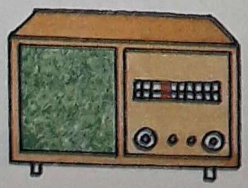




6. run







 Decoding: d (**d** dig), s (**s** sun), g (**g** get), h (**h** hop), p (**p** pig), r (**r** run)

"ANA AND THE WHALE," 10–13

Introducing the Page: *Call on a volunteer to read the title. Have pupils read each key word and then trace the capital and small forms of the letter with which each word begins. Then ask pupils to circle the pictures in each row whose names begin with the same sound as the key word.*

Additional Activity: Ask pupils to suggest other words that begin with these letter-sound correspondences. Write the words on the chalkboard for them to copy and illustrate.

Is It a? Is It e?

1. c a t

2. h n

3. p n

4. c p

5. b d

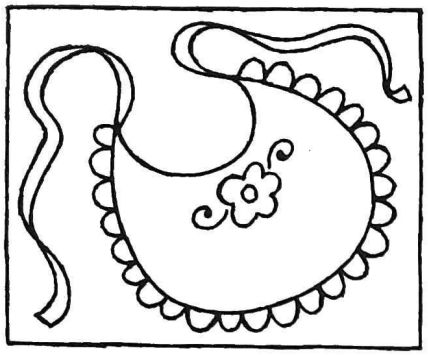
6. c n

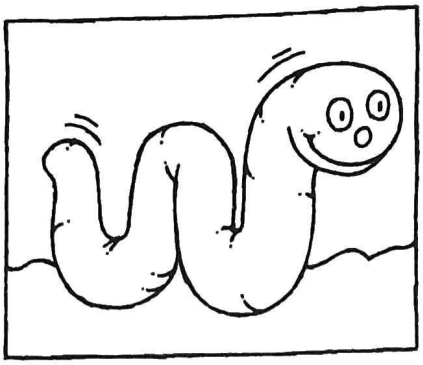
"ANA AND THE WHALE," 10–13

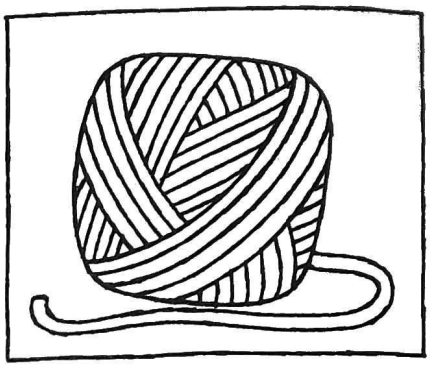
Introducing the Page: Have the title read. Help pupils name each picture. Have them write the letter a or e to complete each picture name.

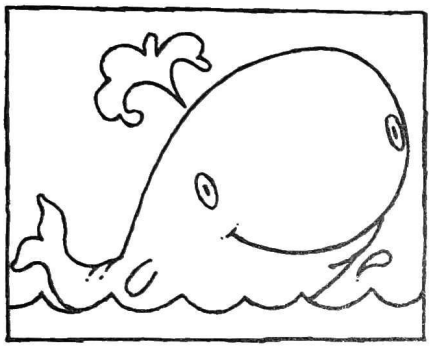
Additional Activity: Have pupils copy the words and change the vowel letter in each word to make a new word.

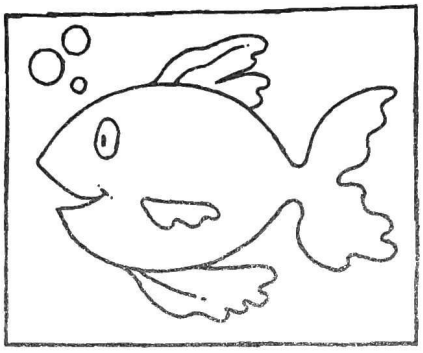
Get It

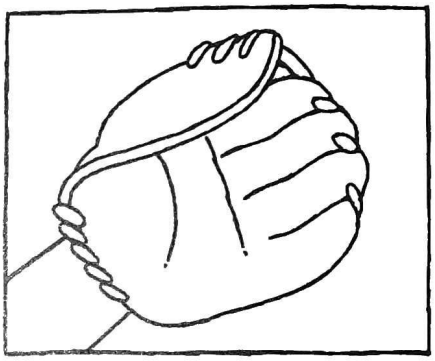


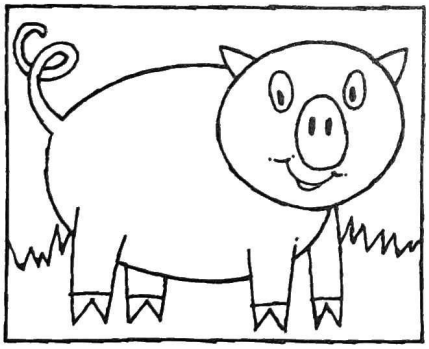


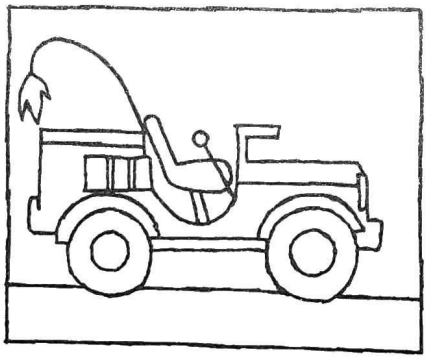


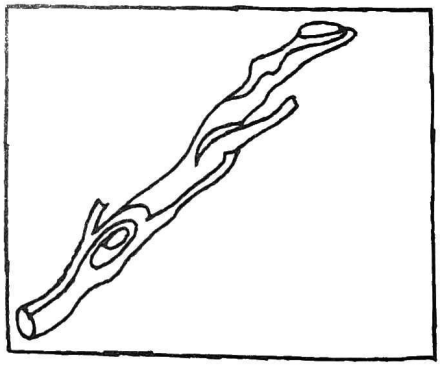


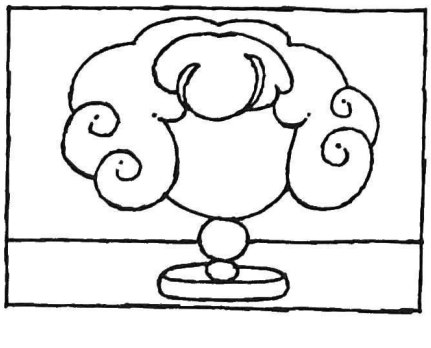


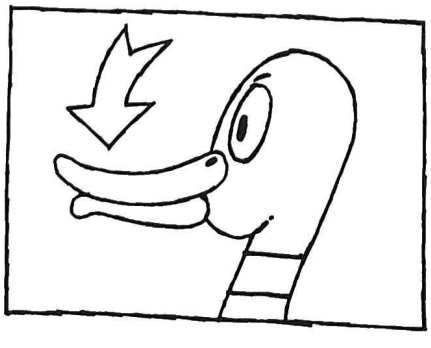


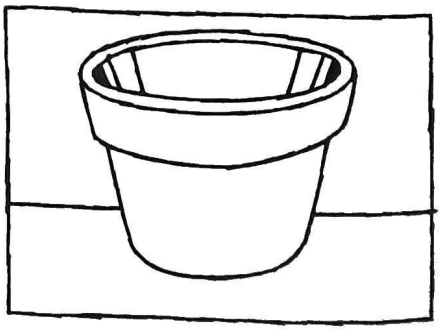












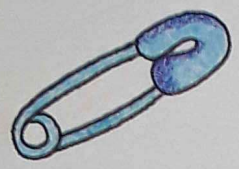
"ANA AND THE WHALE," 10–13

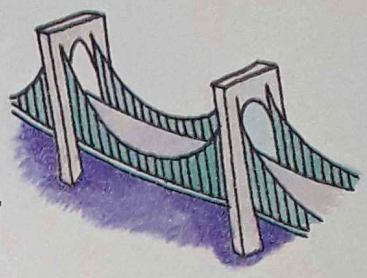
Introducing the Page: Call on a volunteer to read the title. Have pupils color the pictures whose names have the same vowel sound as in dig.

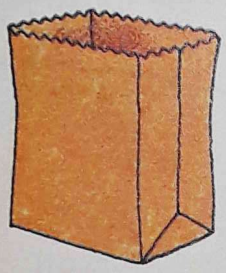
Additional Activity: Help pupils label the pictures. They can then cut out the pictures and add them to their picture dictionaries.

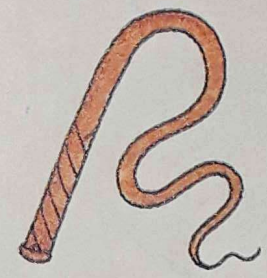
Is i in It?

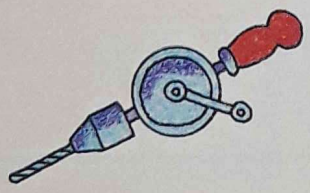
big

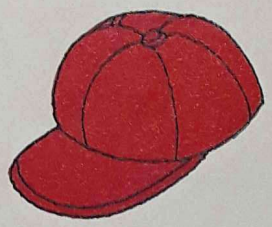
1. 

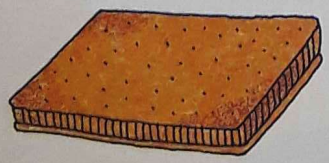
2. 

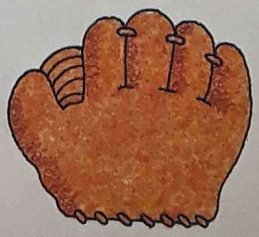
3. 

4. 

5. 

6. 

7. 

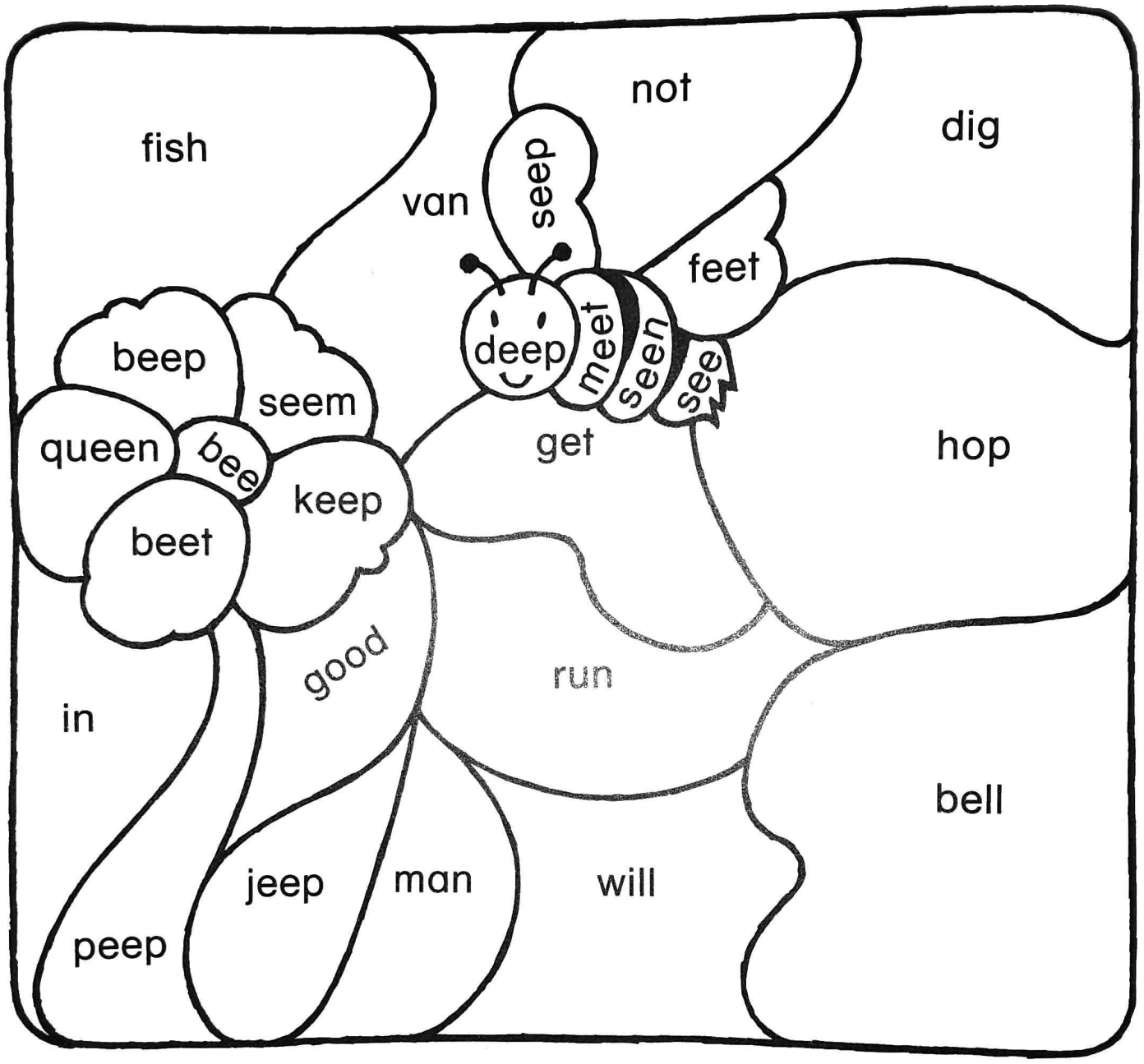
8. 

Additional Activity: Help pupils find in magazines or draw pictures of other objects whose names contain short vowel i (i dig). Have them cut out these pictures and paste them on a sheet of paper labeled Ii.

"ANA AND THE WHALE," 10–13

Introducing the Page: Have the title read. Ask pupils to trace the letter i in big. Then have them write an i in the space provided next to the pictures whose names have the same vowel sound as in big. When they have finished, have them write a next to the pictures whose names have the same vowel sound as in cat.

See Here



_____

_____

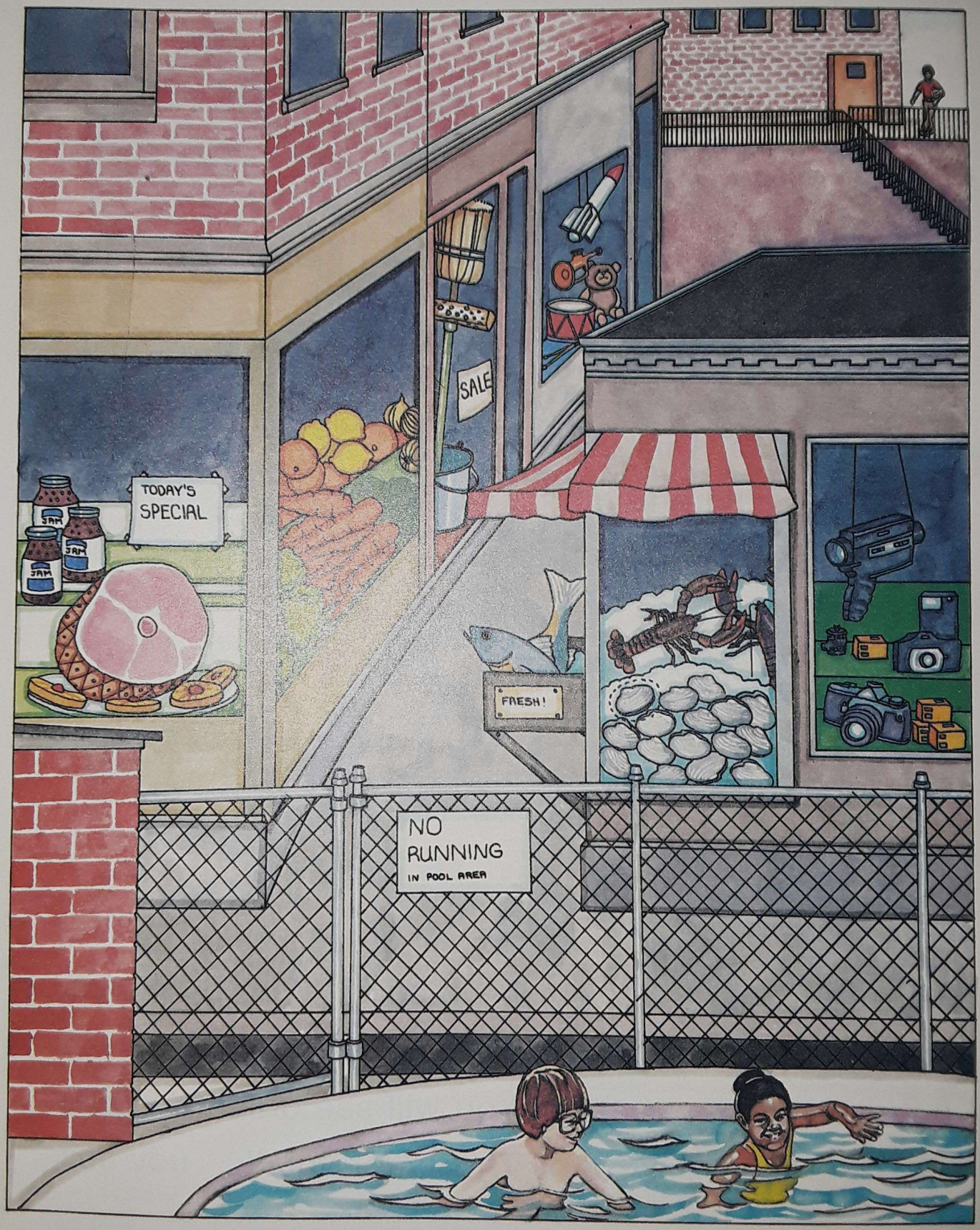
It is a _____.

"ANA AND THE WHALE," 10–13

Introducing the Page: Have the title read. Ask pupils to read the words and color the spaces that have words with the sound the letters ee stand for in see. Suggest that they mark all the correct words first and then do the coloring. Then, in the space provided, have them write the name of the picture they made. (bee)

Additional Activity: Have pupils paste the page onto heavier paper. Help them to cut out the puzzle pieces. These can then be kept in envelopes and reused as jigsaw puzzles.

Come with Jim



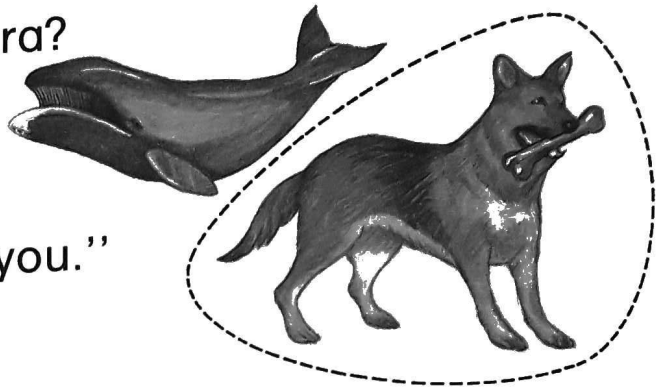
"ANA AND THE WHALE," 10–13

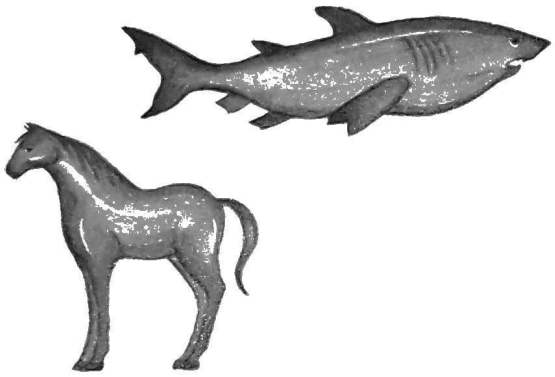
Introducing the Page: Have a volunteer read the title. Then have pupils follow the path to the swimming pool, drawing a circle around any picture whose name ends with m (**m** swim).

Additional Activity: Provide pupils with drawing materials. Have them make up their own store windows containing as many things as they can think of whose names end with m (**m** swim).

WHAT IS THIS?

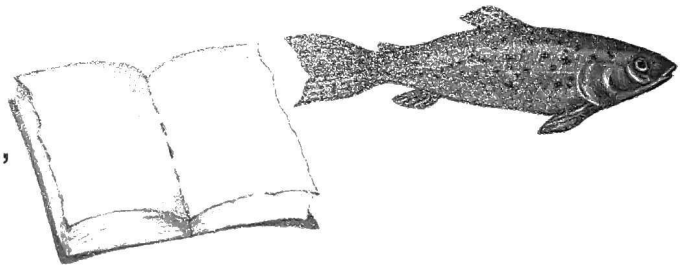
Mom said, "What is this, Sara?
This is not a shark.
This is not a dolphin.
This can run and play with you."

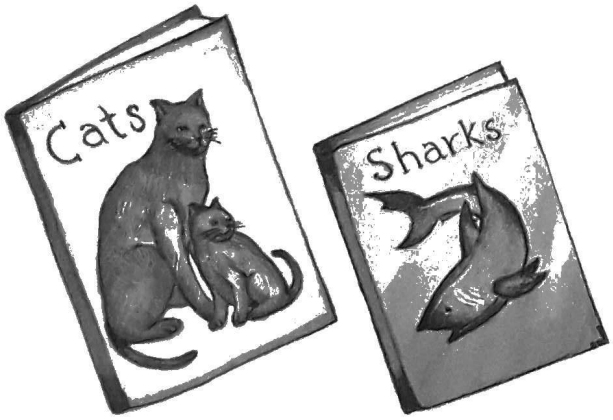




Sara said, "Look at this.
This is a big fish.
You cannot play with this fish.
What is it, Mom?"

Jim said, "What is this, Mom?
A shark can eat this.
It is good for a shark.
And it is good for you."





Mom said, "What is this, Ana?"
You can look in this.
You will see a shark in this.
This is for you."

"WHAT IS IT?" 14–19

Introducing the Page: *Ask a volunteer to read the title. Have pupils read each riddle and then circle the picture that answers it.*

Additional Activity: Have pupils draw a line under the new words mom, shark, what, and this each time they appear on the page.

Can We?

1. Ken can _____.

   look at a van
   play with a shark
   eat fish
   get in a big can

2. A cat can _____.

   work on a van
   eat fish
   run and play
   get a book

3. A whale can _____.

   eat fish
   get in a van
   play with a cat
   see you

4. Sara can _____.

   run and play
   look at a dolphin
   hop on a whale
   eat fish

Additional Activity: Have pupils draw pictures to illustrate some of the unreal things.

"WHAT IS IT?" 14–19
Introducing the Page: Have the title read. Ask pupils to complete each sentence by drawing a line under all the things that each person or animal can really do.

Is It i?

"WHAT IS IT?" 14–19
Introducing the Page: *Have the title read. Identify each picture and have pupils circle the pictures whose names contain i (i dig).*

Additional Activity: Have pupils cut out the picture of one of the animals, paste it onto a sheet of paper, and draw a background for the animal.

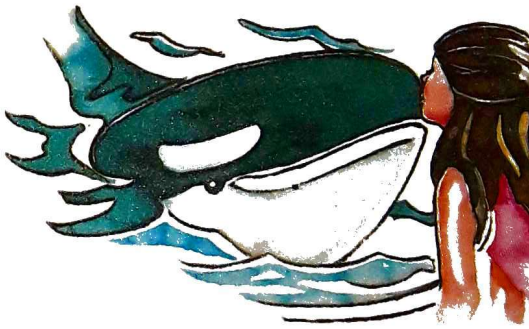
See This!

deep

not deep

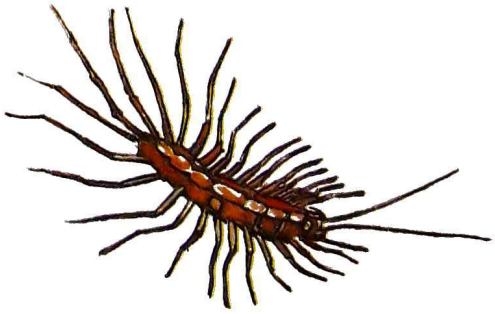
Meet the whale!

Eat a beet.



He is in a jeep.

See the feet!



"WHAT IS IT?" 14–19

Introducing the Page: Call on a volunteer to read the title. Have pupils read each phrase or sentence, examine the accompanying pictures, and draw a line from the phrase or sentence to the picture it tells about.

Additional Activity: Have pupils draw a line under the letters ee in each word. Give pupils an opportunity to read the ee words on the page to a partner.

ee Is Here

d	e	e	p

f			t

q	u			n

b			t

j			p

b		

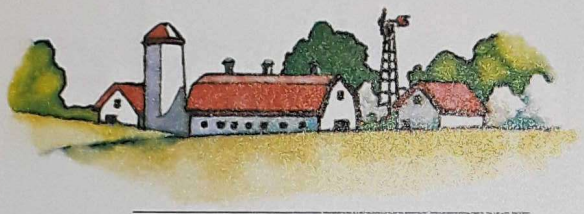
"WHAT IS IT?" 14–19

Introducing the Page: *Ask a volunteer to read the title. Have pupils write ee in the boxes and read the words they make. Then have them draw a line from each word to the picture it names.*

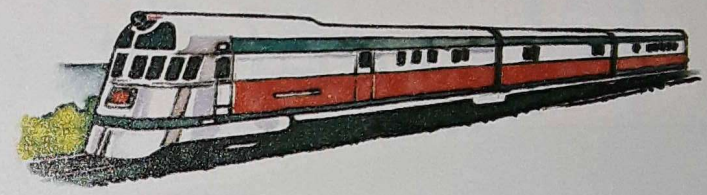
Additional Activity: Help pupils to cut out the boxes. Have them scramble the letters and use them to make new words.

What Jim Can See

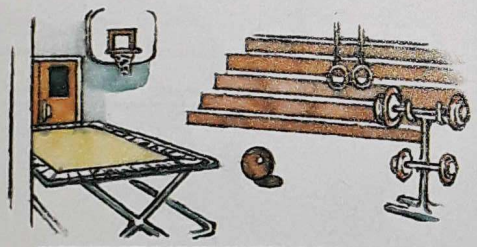
1. Jim



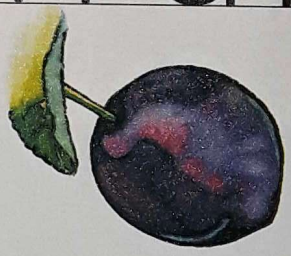
2. farm



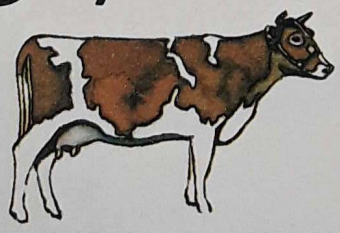
3. trai



4. gy



5. plu



6. co

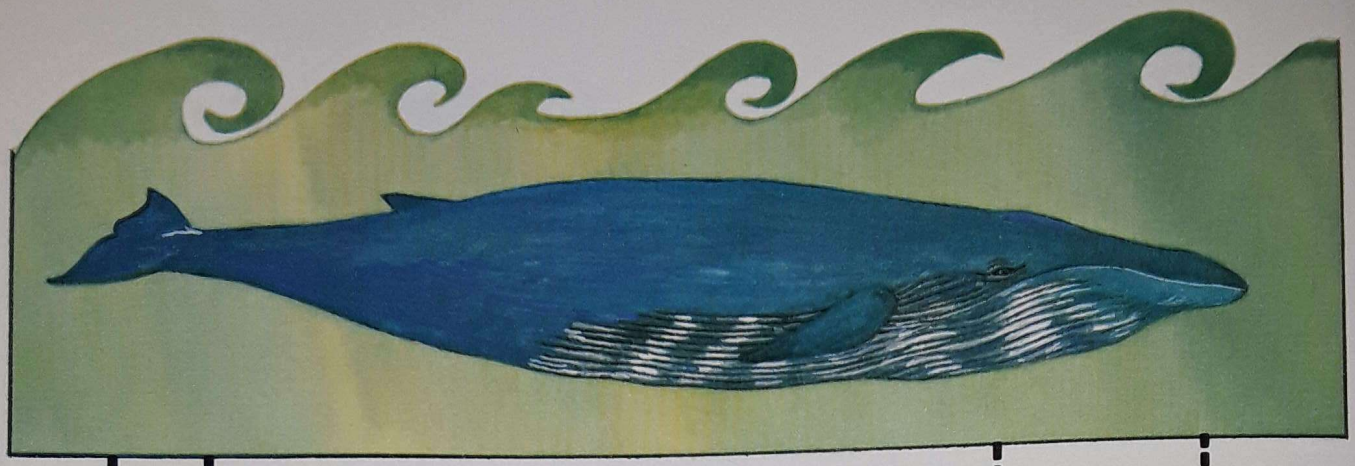
7. dru

Additional Activity: Ask pupils to think of other words that end in m (m swim). Write these words on the chalkboard. Have each pupil choose a word to write on a piece of paper and illustrate.

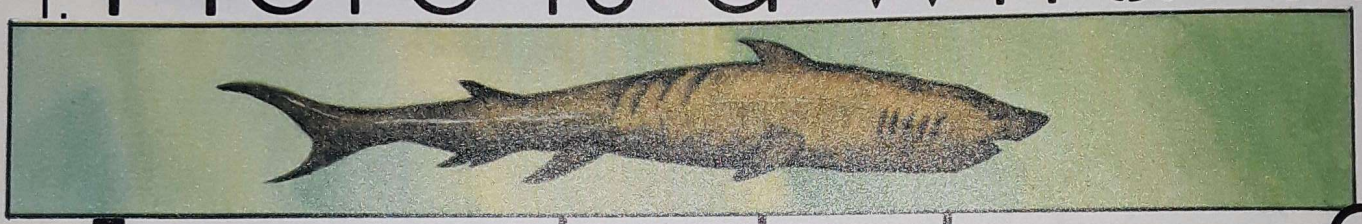
"WHAT IS IT?" 14–19

Introducing the Page: Have the title read. Have pupils trace the letter m in Jim. Identify the pictures with pupils. Then ask them to write the letter m to complete the words that end with the same sound as in Jim.

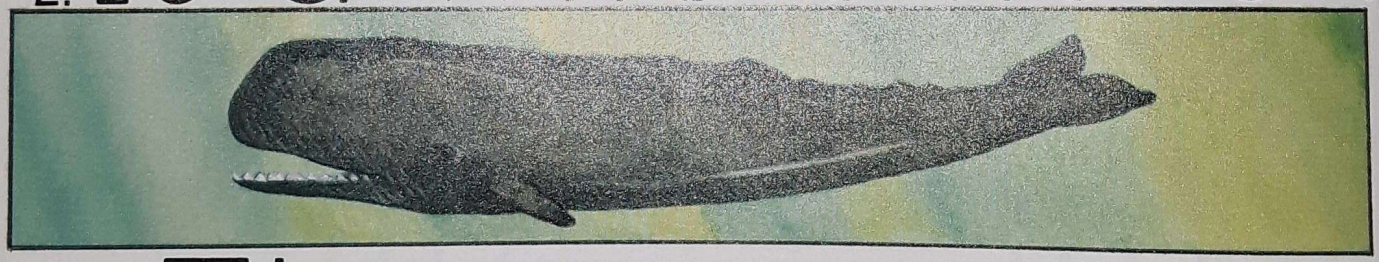
WHAT IS IT?



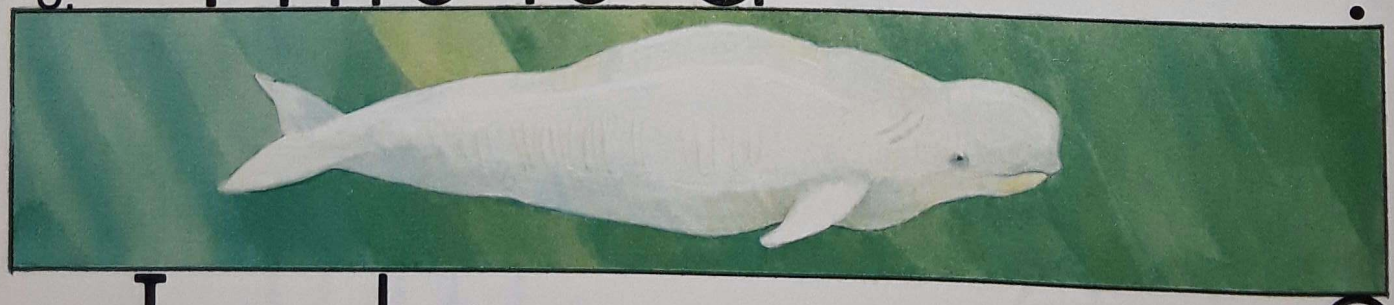
1. Here is a whale.



2. Is a whale here?



3. This is a _____.



4. Is this a _____?

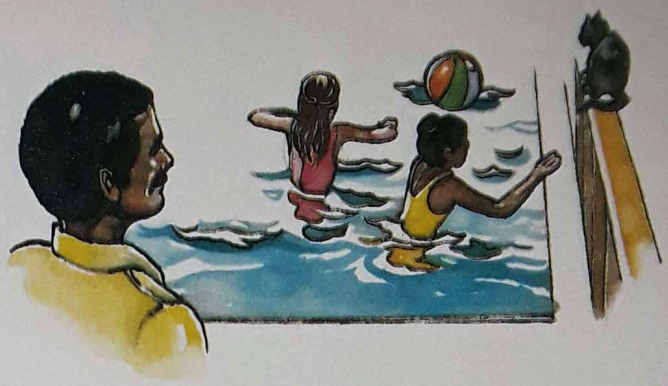
"WHAT IS IT?" 14–19

Introducing the Page: Have the title read. Ask pupils to trace the word whale in the first sentence. Have them note the different word order in the second sentence as they trace the word whale in that sentence. Have them complete the remaining two sentences.

Additional Activity: Ask a volunteer to suggest a statement. Let another volunteer turn that statement into a question. Give several pupils an opportunity to participate.

Get the Ball

Where	does
like	water



1. Where is the ball?

   _____

   The ball is in the water.

   _____

2. The cat _____ not like the water.

   _____

3. Will the cat run in the _____?

4. Where does Ana like to play?

   _____

   _____ does Beth like to play?

   _____

5. Ana and Beth _____ the water.

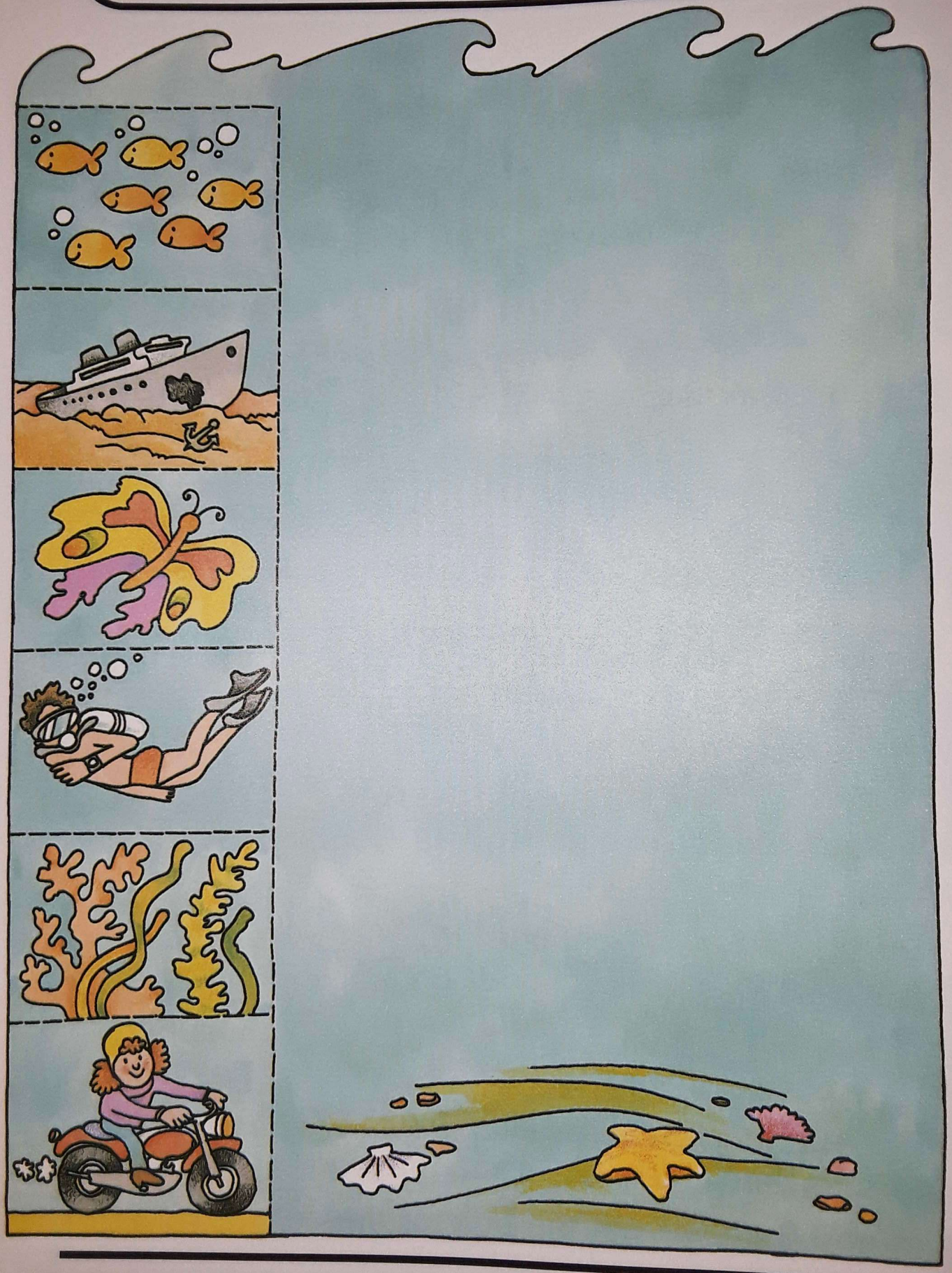
   Ana and Beth will get the ball for the cat.

"LOOK AT FISH," 22–26

Introducing the Page: Call on a volunteer to read the title. Have pupils read the words at the top of the page and then write one of the words to complete each incomplete sentence.

Additional Activity: Have volunteers read aloud the story that results when the sentences have been completed.

What Is in the Water?



"LOOK AT FISH," 22–26

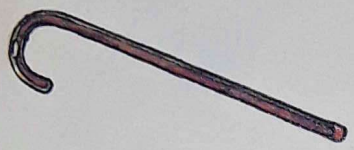
Introducing the Page: *Ask a volunteer to read the title. Help pupils tear out the page and cut out the pictures on the left side of the page. Have them paste on the underwater scene those things that might really be found underwater.*

Additional Activity: Have pupils add to the scene other things that might be found underwater, such as a whale, a clam, coral, and the like. Have them tell why the things they did not paste on the scene do not belong there.

See the Whale

whale

feet



bee

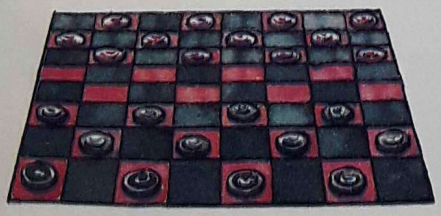
cane

ape

beet

jeep

gate



game

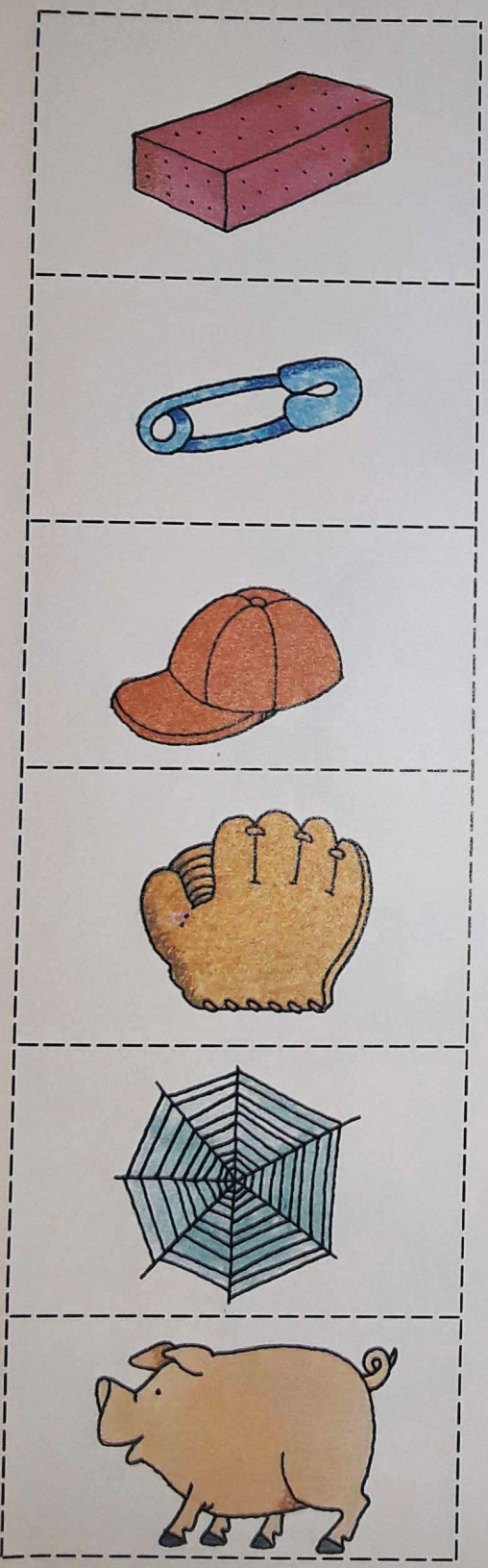
deep

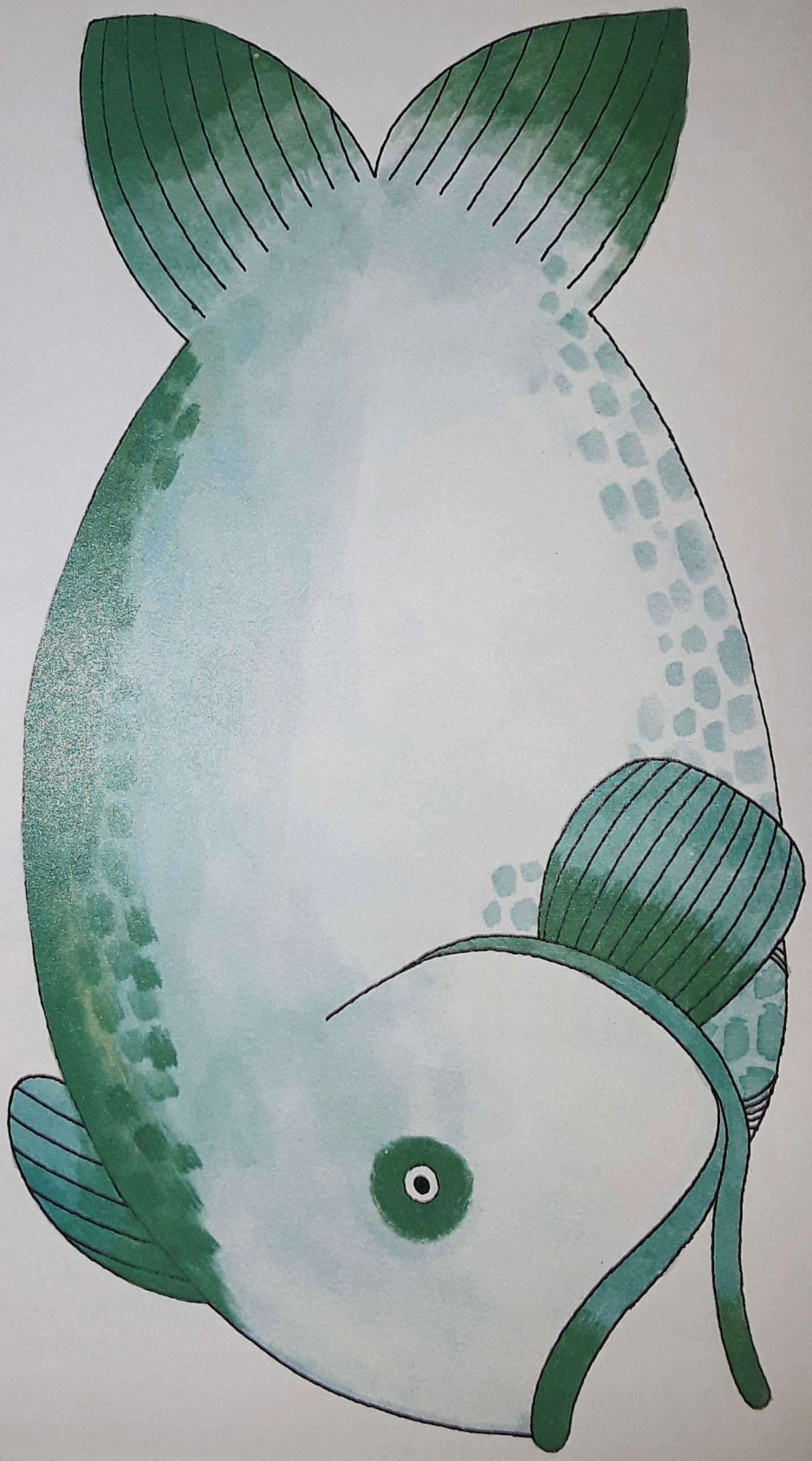
"LOOK AT FISH," 22–26

Introducing the Page: Have the title read. Ask pupils to read each word. Identify the pictures with them. Have pupils draw a line from each word to the picture it tells about.

Additional Activity: Have pupils circle all the words that contain a-e (ā whale). Have them draw a line under all the words that contain ee (ē see). You may want to help pupils compose rhyming couplets using the rhyming word pairs on the page. (feet, beet; jeep, deep)

A Big Fish



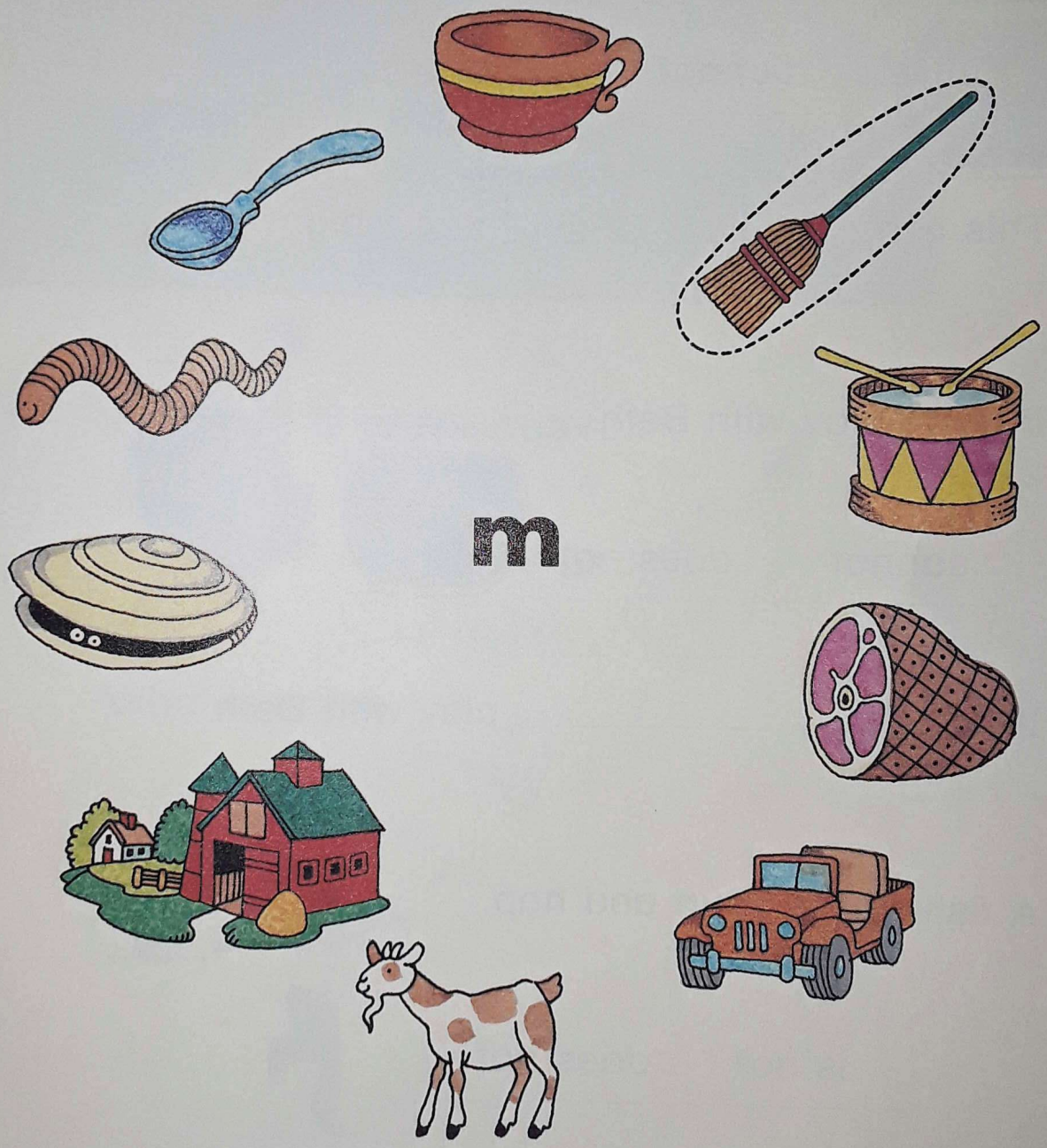


"LOOK AT FISH," 22–26

Introducing the Page: *Ask a volunteer to read the title. Help pupils tear out the page and cut out the pictures on the left side of the page. Then have them paste on the fish any picture whose name has the same vowel sound as in* fish.

Additional Activity: Have pupils suggest words that rhyme with fish (dish, wish) and pig (big, dig, fig, jig, rig, wig). Let pupils find in magazines or draw pictures of other words containing i (i dig) and paste these on the fish.

Is It m?



"LOOK AT FISH," 22–26

Introducing the Page: Have the title read. Identify each picture and have pupils circle the pictures whose names end in m (**m** swim).

Additional Activity: Call on volunteers to suggest words that begin with m (**m** me). Write these words on the chalkboard for pupils to copy and illustrate.

can't isn't doesn't

1. This fish <u>isn't</u> big.

cannot is not

This fish is not big.

2. It <u>can't</u> play with Beth.

cannot does not

It _____ play with Beth.

3. A fish <u>doesn't</u> run and hop.

is not does not

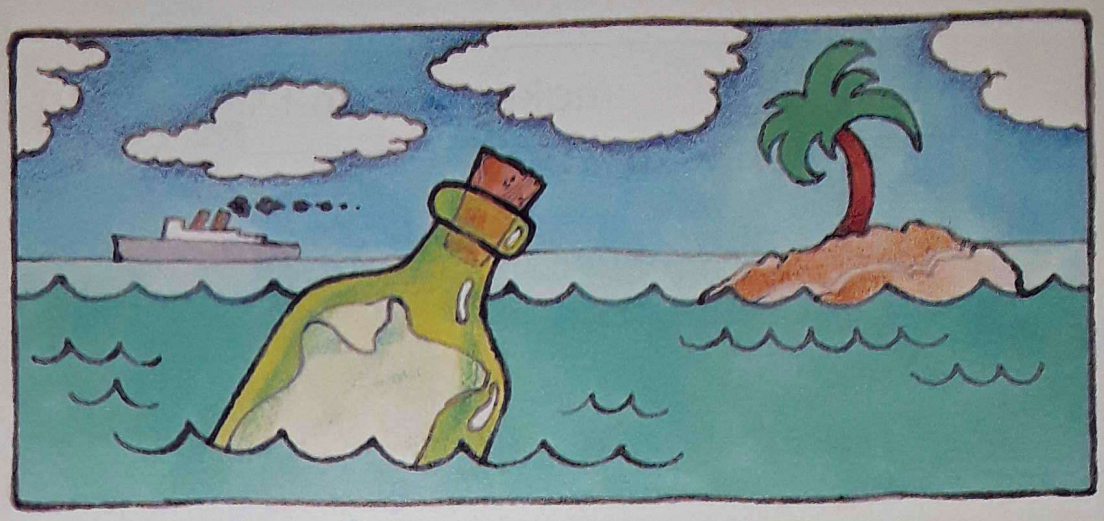
A fish _____ run and hop.

"LOOK AT FISH," 22–26

Introducing the Page: *Have the three contractions at the top of the page read. Then have pupils write the word or words that make up each contraction to complete the sentences.*

Additional Activity: Have pupils take turns using the contractions in oral sentences. After a sentence has been suggested, have other pupils repeat the sentence, substituting the two words that make up the contraction.

The in the



A is in the water.

A is in the

What is in the ?

Additional Activity: Have pupils write their stories, using both words and rebuses.

"LOOK AT FISH," 22–26

Introducing the Page: Call on a volunteer to read the title. If necessary, give help with the rebuses. Ask several volunteers to read the rebus story. Then have pupils think about what the note could say and draw pictures to tell their stories.

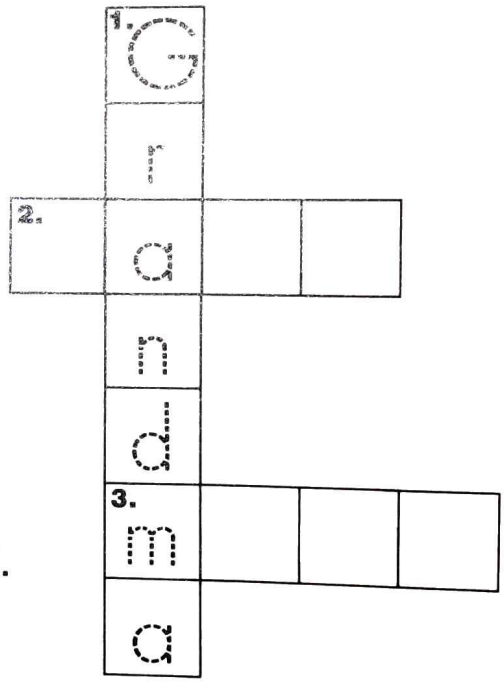
Do This

Grandma	make	can't

Do **1** like this ↓ .

1. This is _____.

Do **2** and **3** like this → .



2. Ken _____ get the book.

3. She can _____ a whale.

"WHAT GRANDMA DOES," 30–35

Introducing the Page: *Have the title read. Call on volunteers to read the words in the box. Discuss the clues and the instructions with pupils. Then have them use the clues provided to complete the crossword puzzle.*

Additional Activity: Help pupils to make word puzzles of their own using the vocabulary from the stories they have read so far in this level.

"WHAT GRANDMA DOES," 30–35

What Is It?

The whale is in the water.

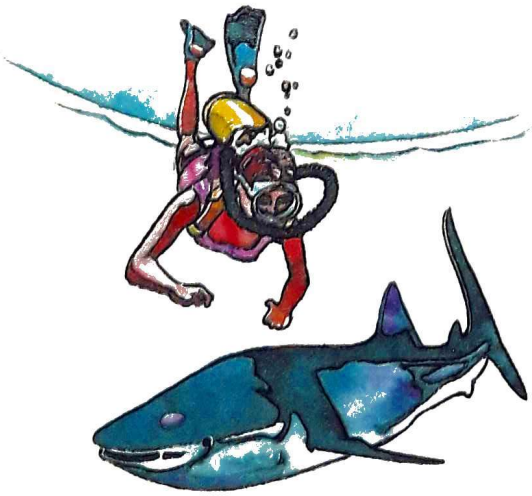
Grandma can make a whale.

Grandma is here.

Ken is in the water.

A fish is here.

The dolphin will get the fish.



Mom is with the shark.

A shark does not like water.

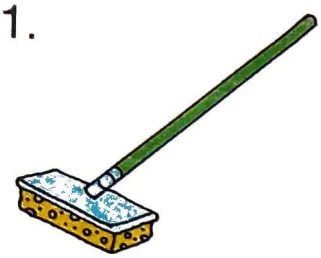
Mom is in here.

Additional Activity: Discuss with pupils why the other two sentence choices are not correct.

"WHAT GRANDMA DOES," 30–35

Introducing the Page: *Call on a volunteer to read the title. Have pupils look at each picture, read the three sentences next to it, and draw a line under the sentence that best tells about the picture.*

m, t, c, b, n, k

1. 

(m) t

2.

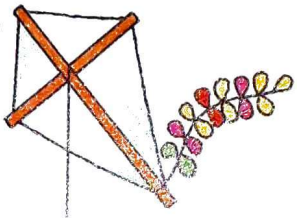
t c

3.

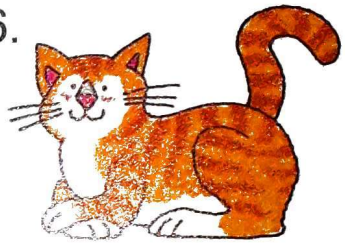
t m

4.

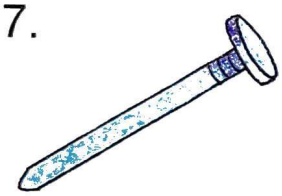
b n

5. 

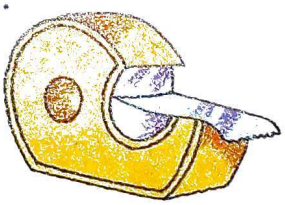
k m

6. 

m c

7. 

n c

8. 

k t

9.

b m

10.

k b

11.

t n

12.

m b

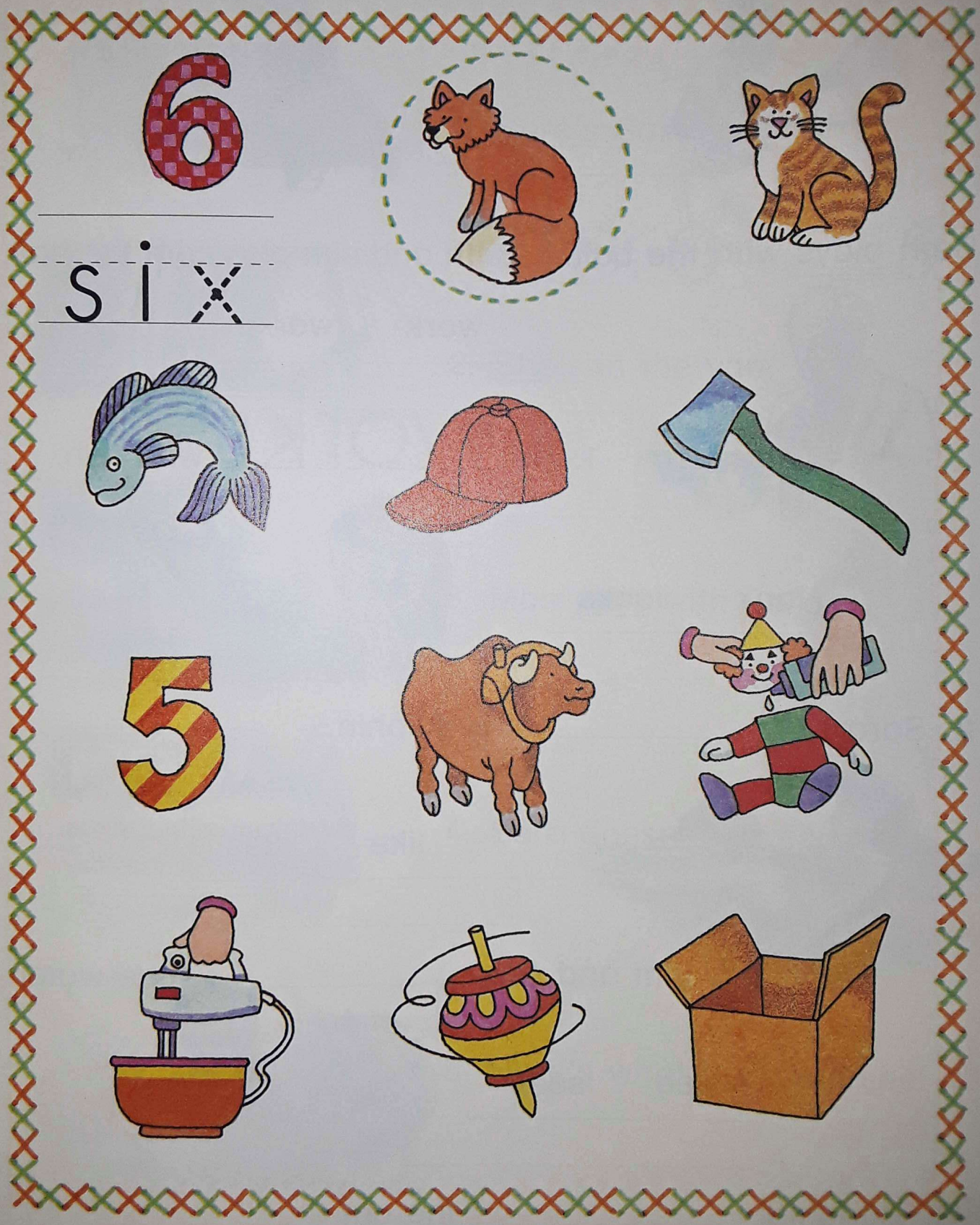
Decoding: m (**m** me), t (**t** to), c (**k** cat), b (**b** ball), n (**n** not), k (**k** kite)

"WHAT GRANDMA DOES," 30–35

Introducing the Page: *Identify each picture with pupils, having them listen for the beginning consonant sound. Then have pupils circle the letter that stands for that sound.*

Additional Activity: Have pupils think of words that begin with the uncircled letter in each pair. They may then illustrate these words on a separate sheet of paper.

Look for 6!



"WHAT GRANDMA DOES," 30–35

Introducing the Page: Have the title read. Have pupils trace the letter x in six. Identify the pictures with them. Then ask them to circle six pictures whose names end with the same consonant sounds as in six.

Additional Activity: Have pupils mark an X on any picture whose name has the same vowel sound as in six. (six, fish, fix, mix)

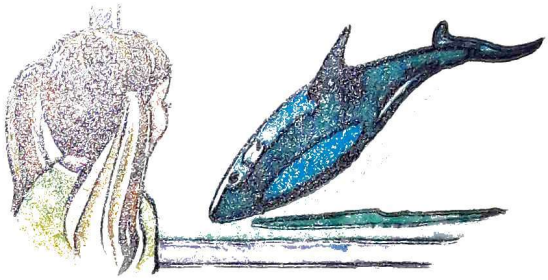
Work with -s

Beth plays with the ball. Beth and Jim play with the ball.

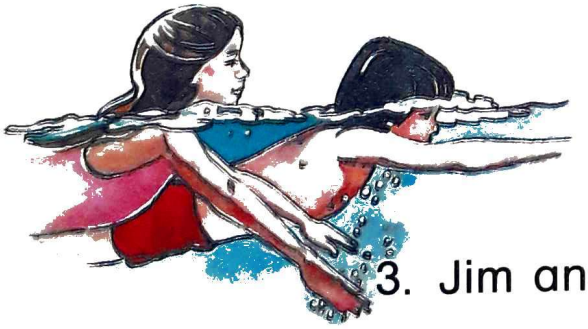
work works

1. He works with fish.

look looks



2. Sara _____ at a dolphin.



like likes

3. Jim and Ana _____ the water.

see sees

4. Grandma _____ the cat.

"WHAT GRANDMA DOES," 30–35

Introducing the Page: *Call on a volunteer to read the title. Have pupils study the pictures and sentences at the top of the page. Then ask them to write the word that correctly completes each sentence.*

Additional Activity: Have pupils use the words plays and play in original oral sentences. Help them write their sentences on sheets of paper. They may then illustrate these sentences.

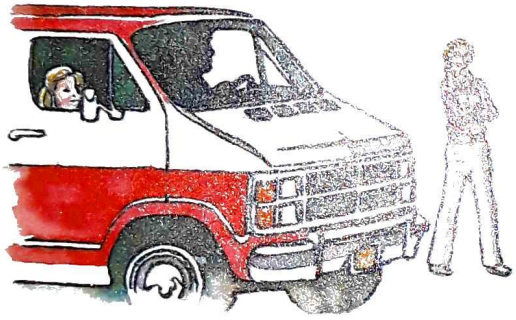
What Makes It?

1. Here's Sara.

Here + is

2. She's in the van.

_____ + _____



3. Mom isn't with Sara.

_____ + _____

4. Sara doesn't see Mom.

_____ + _____

5. Here's what Sara will see.

_____ + _____

"WHAT GRANDMA DOES," 30–35

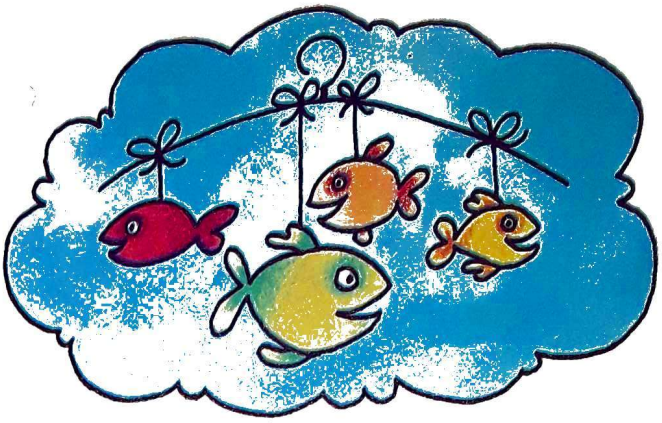
Introducing the Page: Have the title read. Ask pupils to read each sentence. Then have them write the two words that make up each underlined contraction.

Additional Activity: Have pupils circle the apostrophe in each contraction. Then, in each case, have them tell what letter was left out.

You Can Make It

Make fish.

Do this with the fish:



"WHAT GRANDMA DOES," 30–35

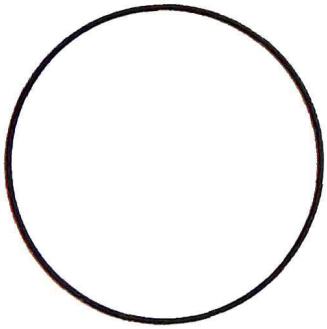
Introducing the Page: *Have the title read. Tell pupils to color the fish that are on the page and then draw and color their own fish. Help them to cut out the fish and make mobiles.*

Additional Activity: Have pupils draw and cut out additional things to add to their mobiles, such as shells and seaweed.

Look at This!

Get .

Do this.



Make the ball .

Now put on the .

What does the ball look like? It looks !

Make the bell .

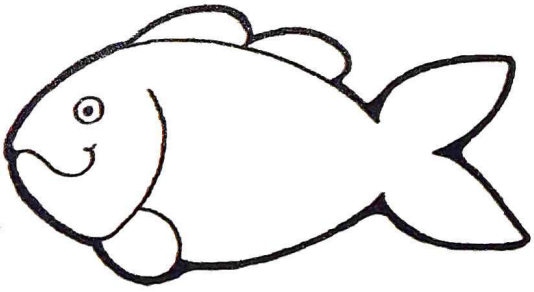
Now put on the .

What will you have? You will have a bell!

Make the fish .

Put on the .

The fish looks .



Mix and to get _____ .

Mix and to get _____ .

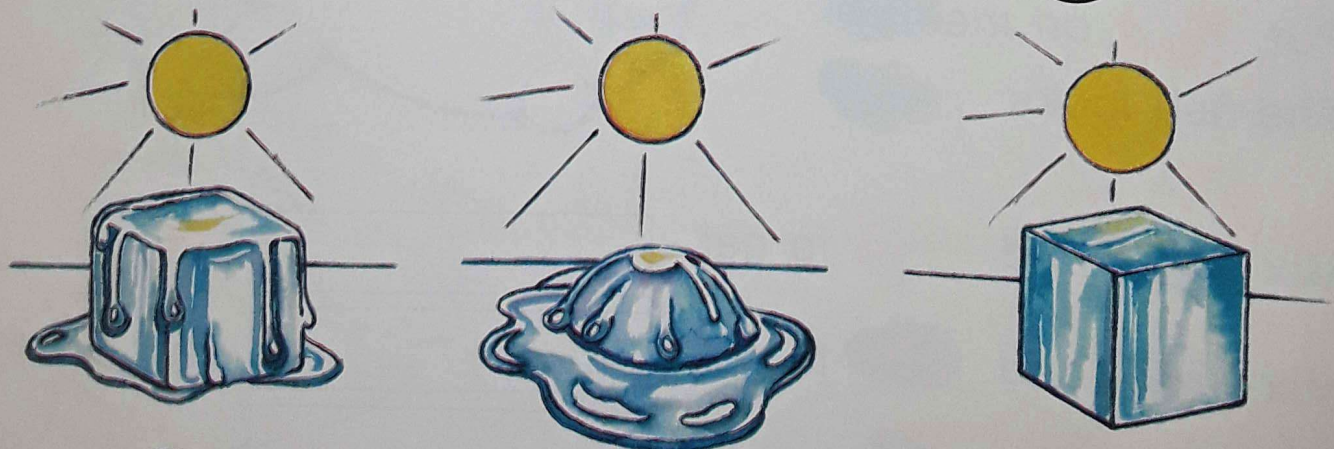
Mix and to get _____ .

"MIX AND MAKE," 36–43

Introducing the Page: Ask a volunteer to read the title. Have pupils follow the directions to color the ball, the bell, and the fish. Then have them color the rectangles at the bottom of the page.

Additional Activity: Have pupils find and draw a line under the new words have, mix, now, looks, and put each time they appear on the page. Have pupils look for one new word at a time.

1, 2, 3!



"MIX AND MAKE," 36–43

Introducing the Page: *Have pupils study each picture in a row. Tell them to decide which picture comes first, which comes second, and which comes last. Have them write the numbers 1, 2, and 3 in the circles to show what happens first, second, and last.*

Additional Activity: Have pupils cut out the pictures and paste them, in sequence, on another sheet of paper. Then have them tell a story about each set of pictures.

Do This Now

van vane

1. Here is a vane.

mad made

2. This man is _____.

cap cape

3. Grandma put on the _____.

hat hate

4. Look at the _____.

Sam same

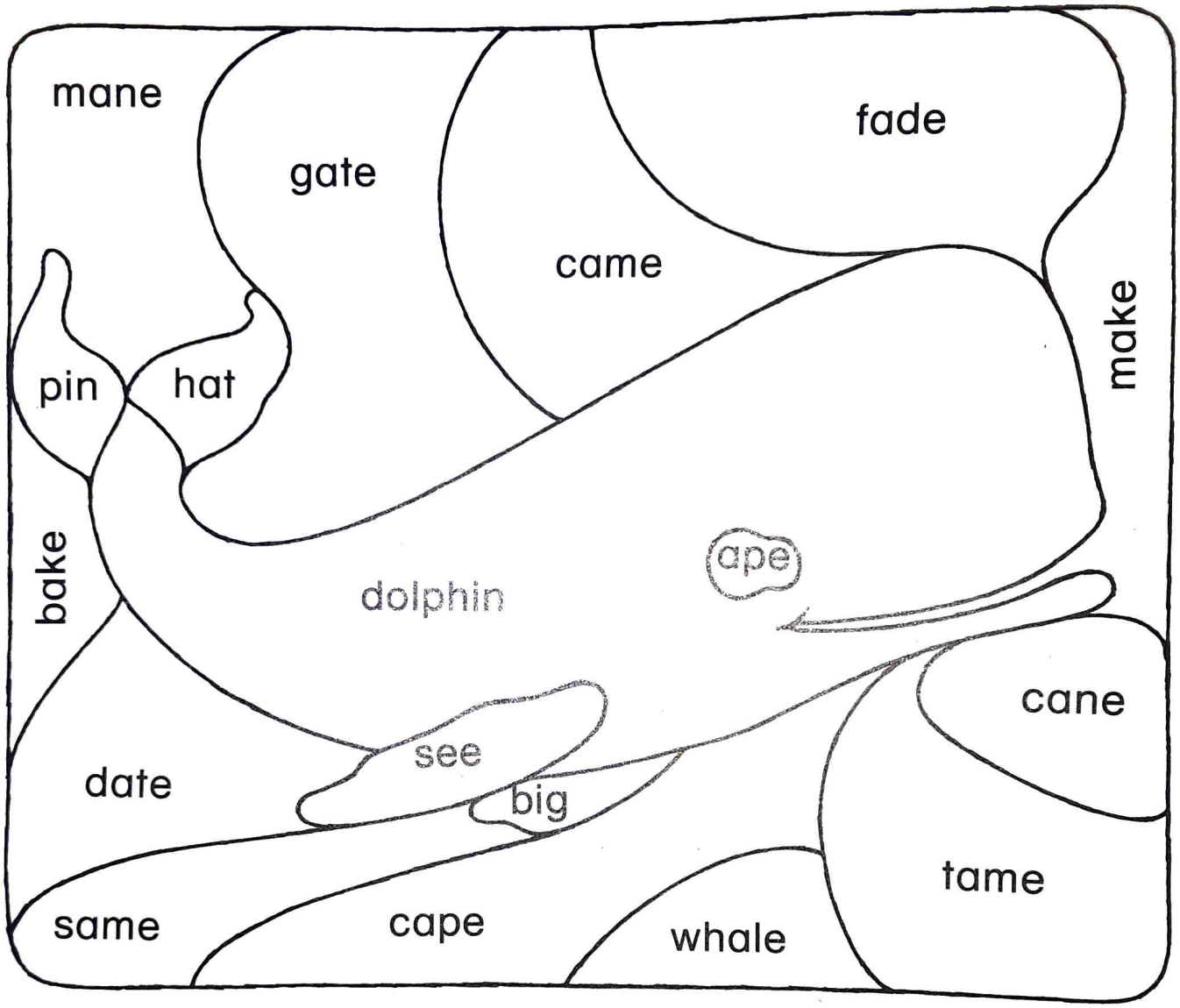
5. This hat is the _____!

"MIX AND MAKE," 36–43

Introducing the Page: *Call on a volunteer to read the title. Have pupils look at each picture and then write the word that correctly completes each sentence.*

Additional Activity: Have pupils read the pairs of words above the write-on lines. Ask them to underline the letters a and e in each word that has the long a vowel sound as in whale.

WHAT CAN YOU MAKE?

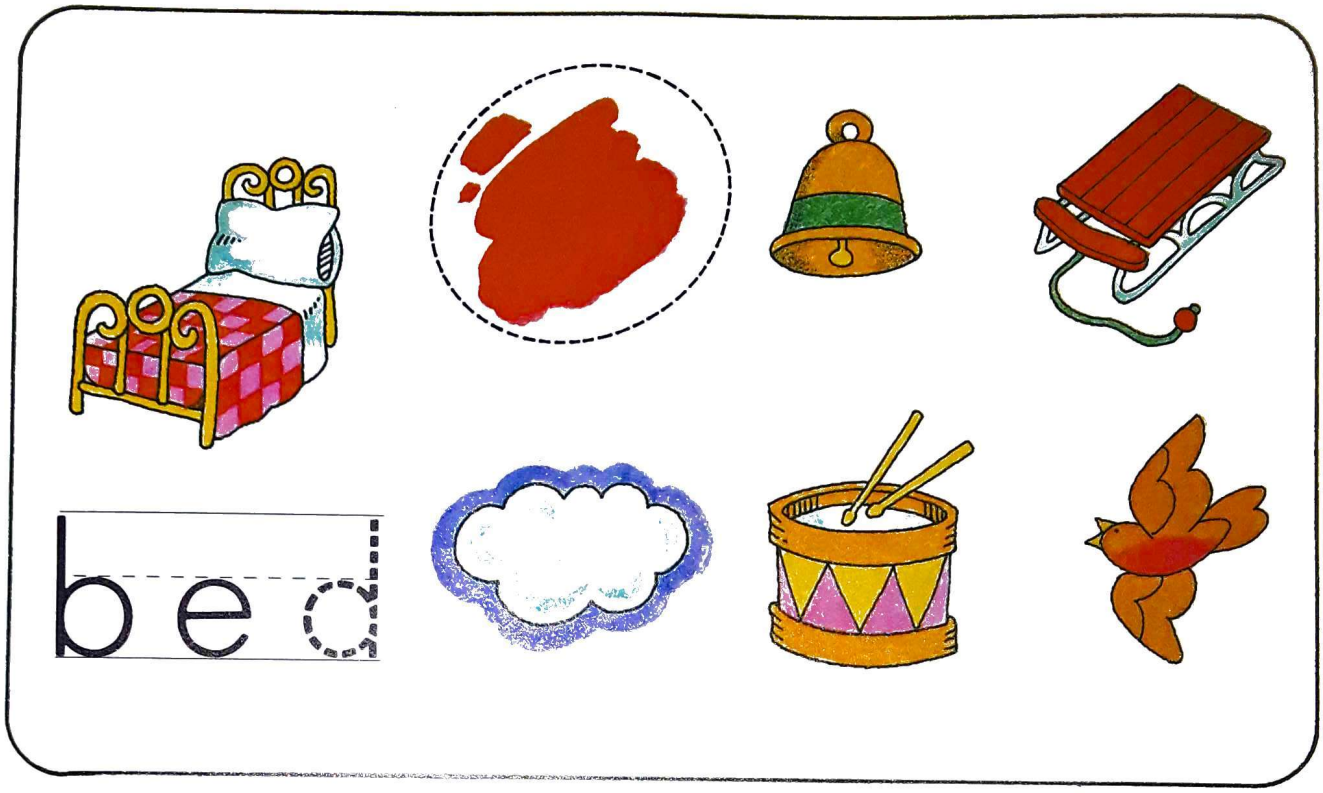


I can make a _____.

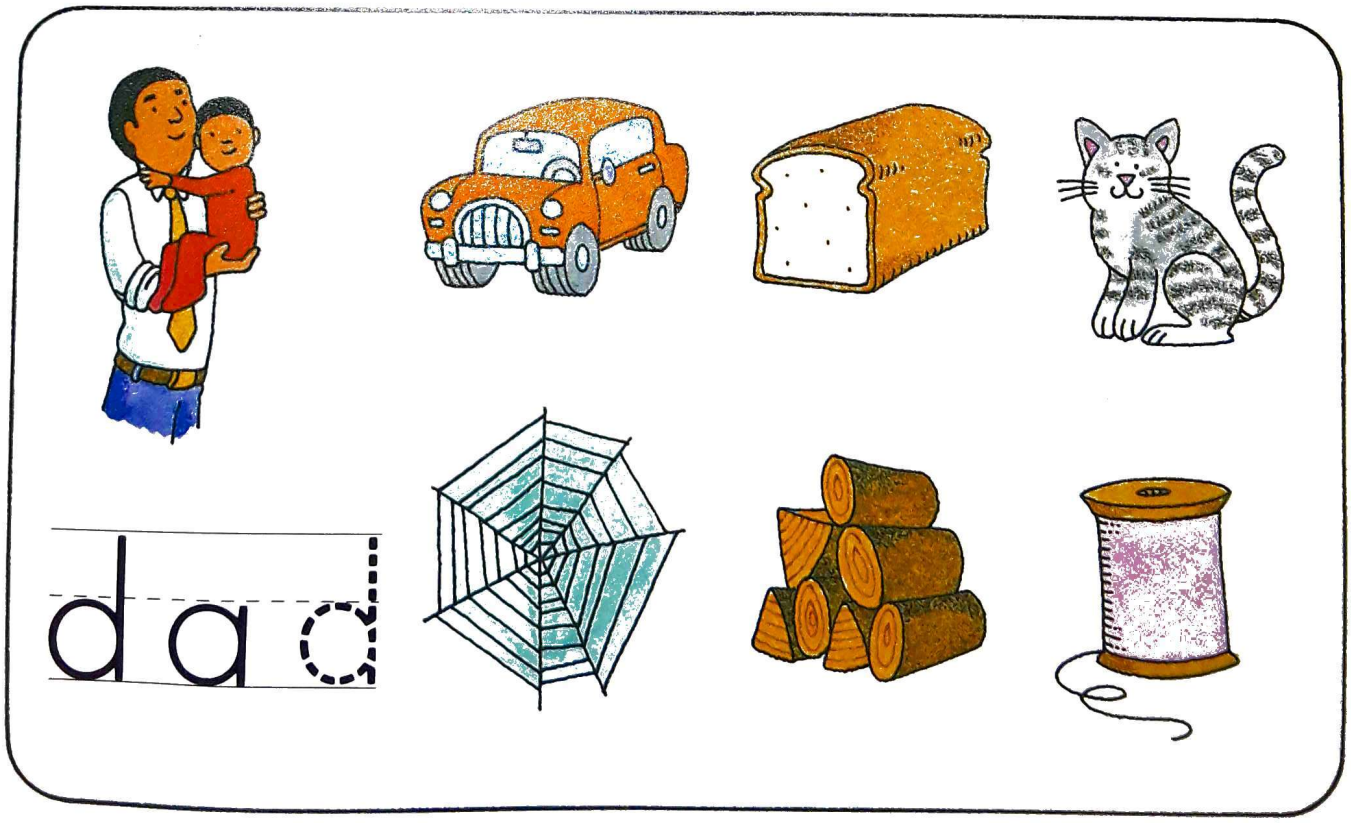
Introducing the Page: Have the title read. Ask pupils to read the words and color the spaces that have words with the sound ā stands for in whale. Suggest that they mark all the correct words first and then do the coloring. Then, in the space provided, have them write the name of the picture they made. (whale)

Additional Activity: Have pupils paste the page onto heavier paper. Help them to cut out the puzzle pieces. These can then be kept in envelopes and reused as jigsaw puzzles.

What Does **d** Do?



Additional Activity: Have pupils mark an X on any picture of something that makes a sound. (bell, drum, bird, dad, car, cat)

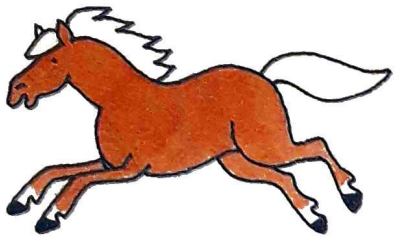
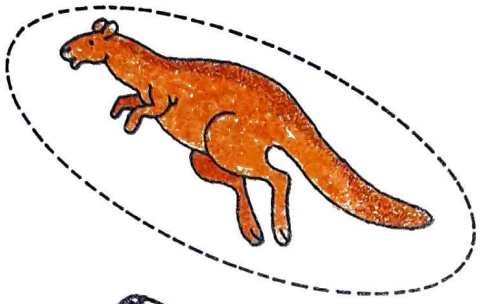
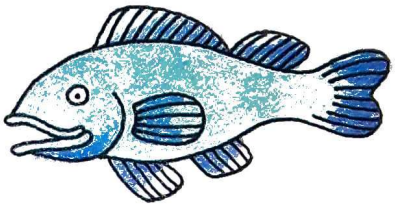


"MIX AND MAKE," 36–43

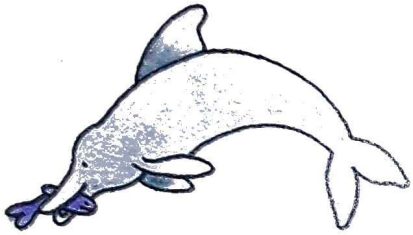
Introducing the Page: Ask a volunteer to read the title. Have pupils trace the letter d in bed and dad. Then have them circle the pictures whose names end with the same sound as in bed and dad.

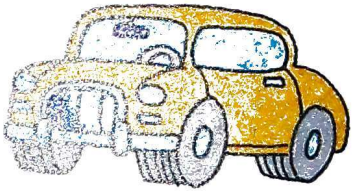
What Is It?

1. What hops?

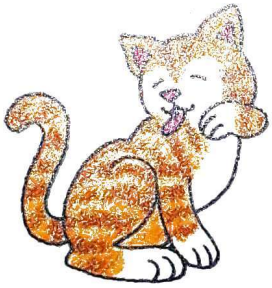




2. What eats a fish?

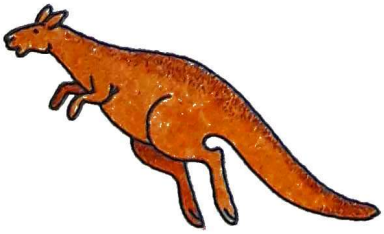


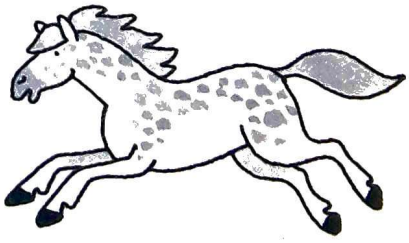


3. What digs?

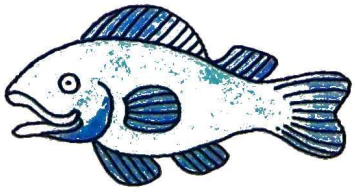


4. What runs?





5. What likes water?



MIX AND MATCH 30-43

Introducing the Page: *Have the title read. Ask pupils to read each question and circle the picture that answers it.*

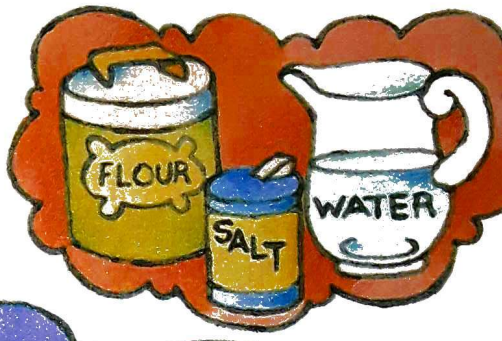
Additional Activity: On another sheet of paper, have pupils copy two or more questions and draw other pictures to answer them.

Make It and Bake It

need	clay	bake

1. You can make a clay bell.

2. Here is what you _____.



3. Mix the _____.

4. Work with the _____.

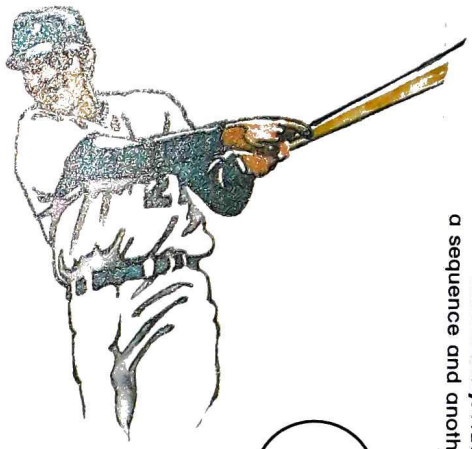
5. Now you can _____ the clay.

Additional Activity: Help pupils follow the recipe in their texts and make baker's clay objects of their own choosing.

"CLAY TO BAKE," 44–48

Introducing the Page: Ask a volunteer to read the title. Have pupils read the words at the top of the page. Then have them write the words in the spaces provided to complete the sentences.

And Now What?



Introducing the Page: Call on a volunteer to read the title. Have pupils study each picture in a row. Tell them to decide which picture comes first, which comes second, and which comes last. Have them write the numbers 1, 2, and 3 in the circles to show what happens first, second, and last.

Additional Activity: Have pupils draw a picture to show what happens before the first picture in a sequence and another picture to show what happens after the last picture in a sequence.

SEE HERE!

1. "Here is a fish for you," said Ana.
   The dolphin will eat the fish.

2. The clay is in a ball.
   Grandma can make a cat.

3. Ken can mix it.
   Beth will put the water in.

4. "See this big fish," said Mom.
   "This fish is a shark."

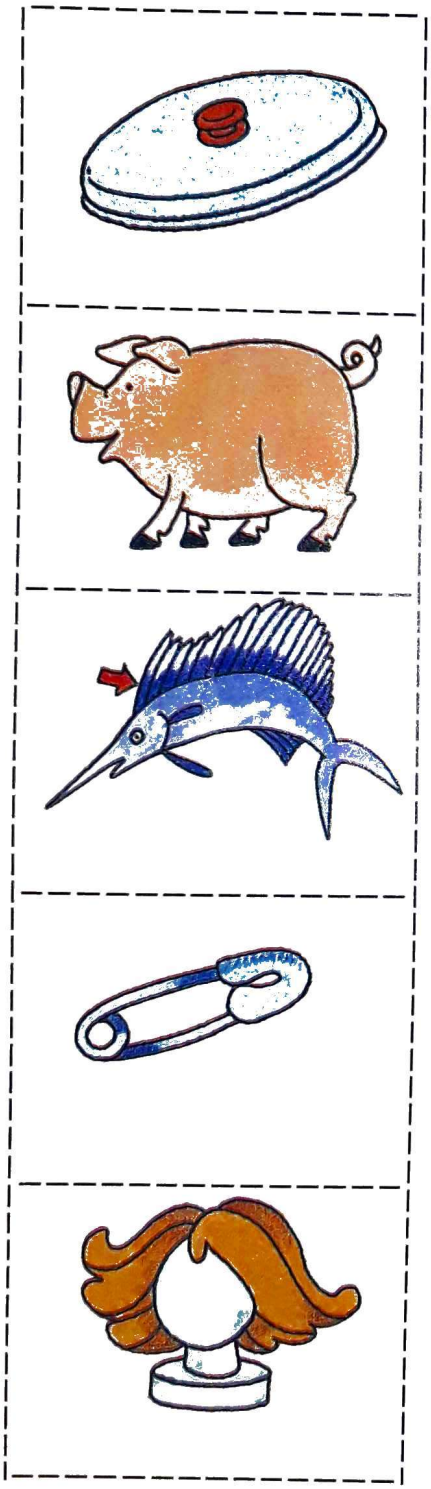
Additional Activity: Have pupils make up a title for each picture.

"CLAY TO BAKE," 44–48

Introducing the Page: *Have the title read. Tell pupils to read the sentences next to each picture and then draw a line from each sentence to the part of the picture it tells about.*

Introducing the Page: *Call on a volunteer to read the title. Have pupils study each picture in a row. Tell them to decide which picture comes first, which comes second, and which*

Put It in Here



Put in the pig.

Put in the fin.

Put in the wig.

Put in the lid.

Put in the pin.

Introducing the Page: Call on a volunteer to read the title. Help pupils tear out the page and cut out the pictures on the left side of the page. Direct pupils to read each sentence and, in the box next to each sentence, paste the picture that the sentence tells them to.

Additional Activity: Have pupils identify the pictures whose names rhyme. (pig, wig; fin, pin)

"CLAY TO BAKE," 44–48

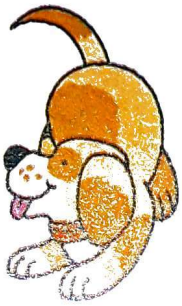
Introducing the Page: *Identify each picture, having pupils listen for the beginning and ending sounds. Tell them to write d before the picture if the picture name begins with the same sound as in dig. Tell them to write d after the picture if the picture name ends with the same sound as in good.*

Additional Activity: Have pupils draw lines connecting pictures whose names begin with the same consonant sound. (door, dog, deer; bed, bird) Have them mark an X on pictures whose names rhyme. (wood, hood)

d

1.

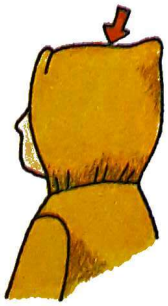
2.

3. 

4.

5.

6.

7. 

8.

Where Is the Cat?

Introducing the Page: *Explain to pupils that a family's cat went into the kitchen and got some flour on its paws. It is now hiding somewhere in the living room. Have a pupil read the title. Tell the group that they can find the cat if they follow these directions: Draw pawprints from the kitchen to the goldfish bowl, from the bowl to the chair, across the rug to the plant, from the plant to the table. Ask where the cat is hiding. (under the table)*

Is It She? Is It He?

Sara looks at a book.

She likes the book.

Sara the book

She is Sara.

Jim has a fish for the dolphin.

He has a fish for it.

Jim the dolphin

He is _____.

Here's the book van.

A man is in it.

He will get a book for Beth.

the book van a book

It is _____.

Beth the man

He is _____.

"CLAY TO BAKE." 44–48

Introducing the Page: *Have the title read. Direct pupils to look at the picture and read the sentences that go with the picture. Then have them look at the underlined word and decide to whom or what that word refers. They are to write the name of that person or thing in the space.*

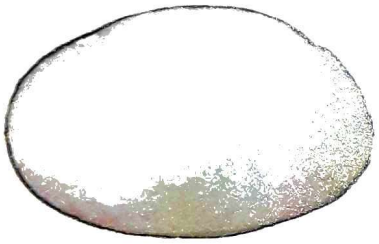
Additional Activity: Have pupils read the sentences under the pictures aloud, substituting the pronoun referent for the underlined pronoun in each sentence.

Now Do This

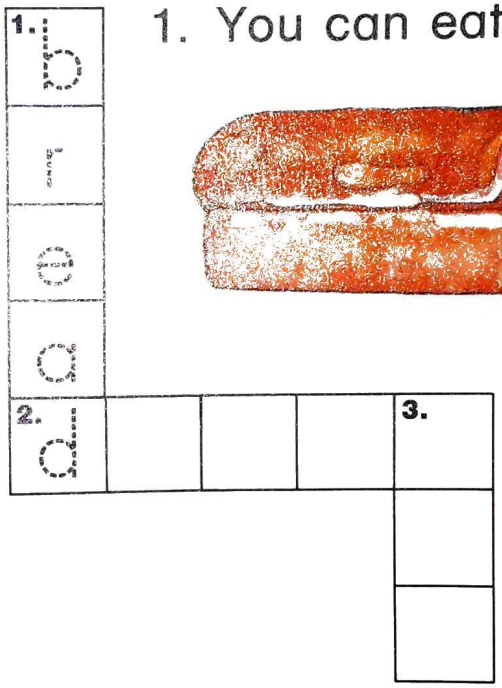
bread	has	dough

Do **1** and **3** like this ↓ .

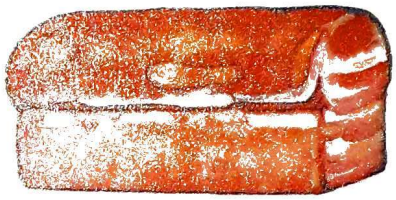
Then do **2** like this → .



2. You bake this.
   Then it is bread.



1. You can eat this.



3. Jim ____ bread.

Introducing the Page: *Have the title read. Call on volunteers to read the words in the box. Discuss the clues and the instructions with pupils. Then have them use the clues provided to complete the crossword puzzle.*

Additional Activity: Help pupils to make word puzzles of their own using the vocabulary from the stories they have read so far in this level.

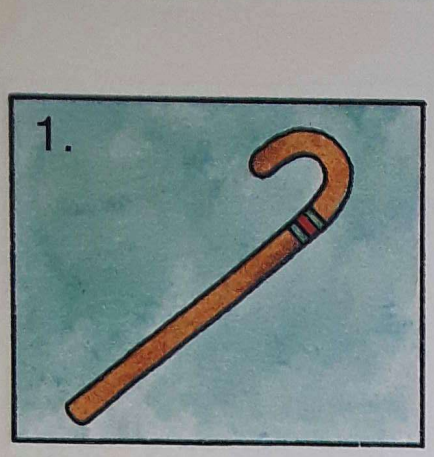
And Then

"BREAD TO EAT," 49–55

Introducing the Page: *Call on a volunteer to read the title. Have pupils study each picture. Tell them to decide which picture comes first, second, third. Have them write the numbers 1, 2, and 3 in the circles to show what happens first, second, third. Then have them draw a picture in the last space to show what happens next.*

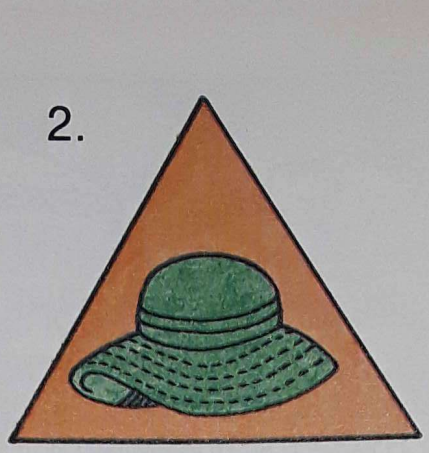
Additional Activity: Have pupils tell a story about the pictures.

Is It can? Is It cane?



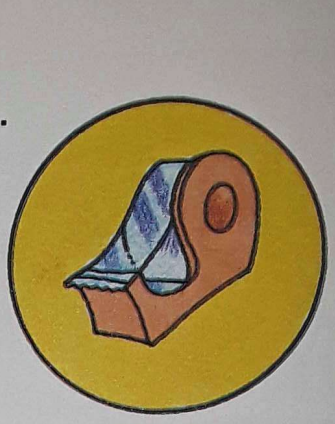
can

cane



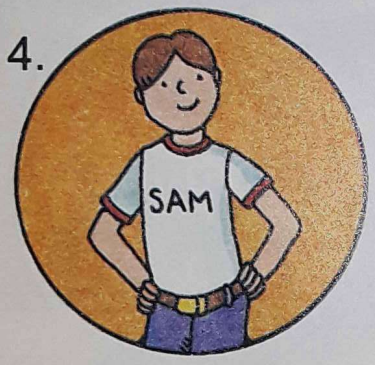
hat

hate



tap

tape



Sam

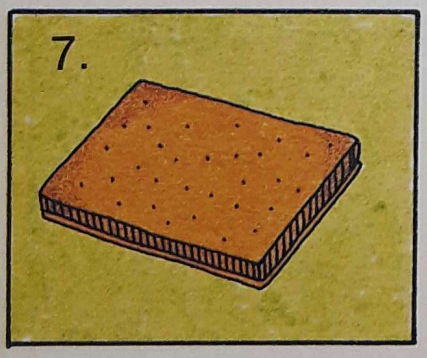
same

van

vane

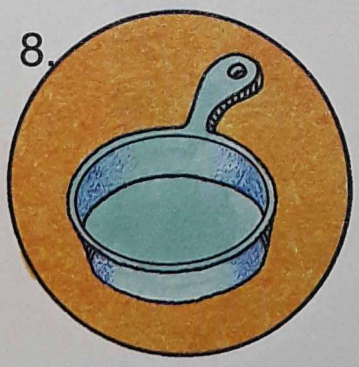
man

mane



mat

mate



pan

pane

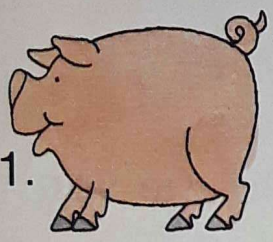
cap

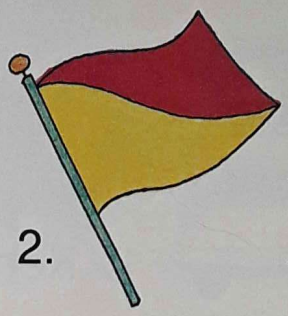
cape

Introducing the Page: Have the title read. Identify each picture with pupils, having them listen for the vowel sound. Tell pupils to circle the word that names each picture.

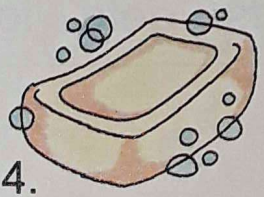
Additional Activity: Have pupils choose at least three of the words they did not circle, copy them onto separate sheets of paper, and illustrate them.

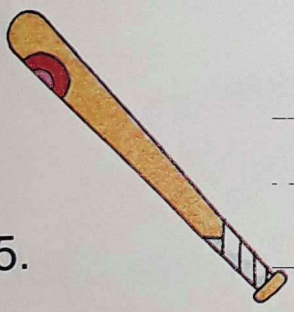
Put t, n, p, and g

1. 
pig

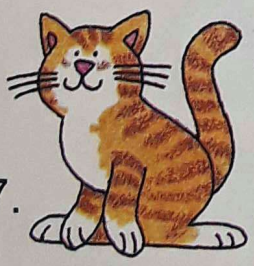
2. 
fla

3.
rai

4. 
soa

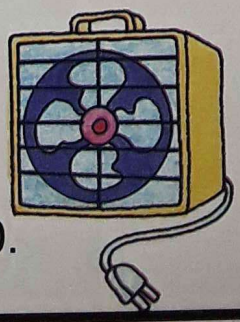
5. 
ba

6.
to

7. 
ca

8.
fro

9.
ma

10. 
fa

"BREAD TO EAT," 49–55

Introducing the Page: *Call on a volunteer to read the title. Identify each picture with pupils, having them listen for the final consonant sound. Then have them write the letter t, n, p, or g to complete the word that names each picture.*

Additional Activity: Have pupils circle the letter a in any word that has the short a vowel sound. (flag, bat, cat, map, fan) Let each pupil choose one word on the page and substitute other final consonants to make new words. Have pupils read their lists of words. (For example: pig—pit, pin; bat—ban, bag; cat—can, cap)

What Ken Does

hops digs runs

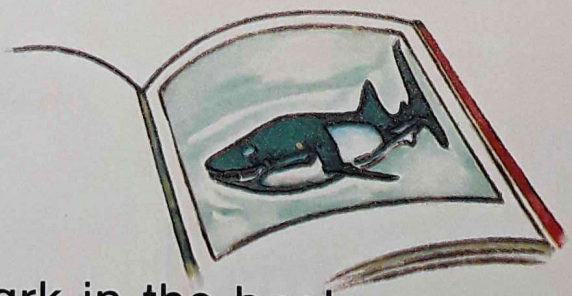
1. Ken runs to the van.

eats gets looks

2. The man _____ a book for Ken.

looks plays works

3. Ken _____ at the book.



needs bakes sees

4. He _____ a shark in the book.

makes puts likes

5. Ken _____ the book!

"BREAD TO EAT," 49–55

Introducing the Page: Call on a volunteer to read the title. Have pupils look at each picture and then write the word that correctly completes each sentence.

Additional Activity: Have pupils make up oral sentences using the other words above the write-on lines.

"BREAD TO EAT," 49–55

2 to 1 and 1 to 2

does not _____

1. doesn't

is not _____

2. _____

cannot _____

3. _____

have not _____

4. _____

can't _____

5. cannot

hasn't _____

6. _____

isn't _____

7. _____

doesn't _____

8. _____

Additional Activity: Have pupils create oral sentences using the contractions on this page, or written sentences if they are capable of doing this.

"BREAD TO EAT," 49–55

Introducing the Page: *Read and discuss the meaning of the title. For the first half of the page, have pupils write the contracted forms of the words given. For the second half of the page, have pupils write the word or words that comprise the contraction.*

"BREAD TO EAT," 49–55

What Do We Need?

Introducing the Page: Call on a volunteer to read the title. Ask pupils to look at the picture of the bakers. Then have them circle the pictures that show what a baker wears, what a baker uses in his or her work, and what a baker makes.

Additional Activity: Have pupils look through magazines to find other pictures that show the work of bakers. Have them arrange these pictures to form a bulletin-board display.

Who Did It?

Who did it?
The pig did it!

Who did it?
The hen did it!

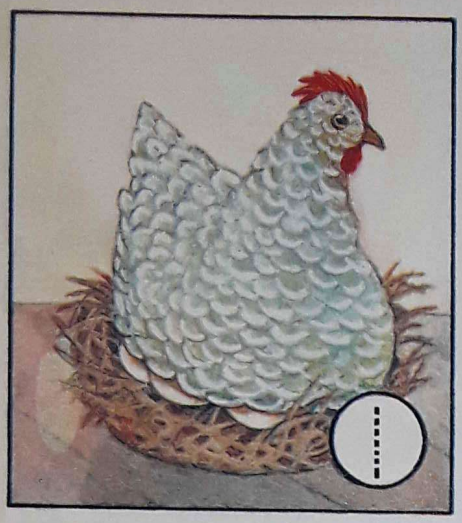
Who did it?
Ken did it!
Ken cut and cut.
Now Sara will help Ken.

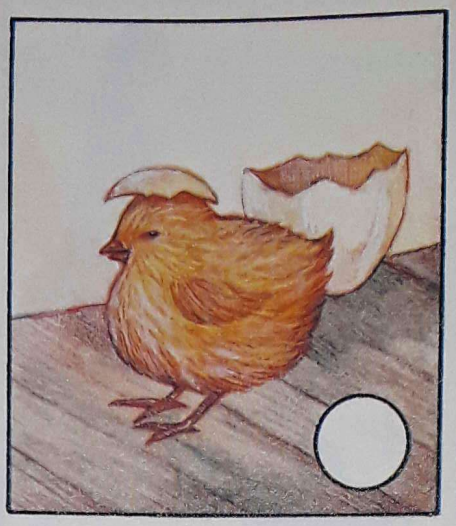
Who did it?
YOU did it!

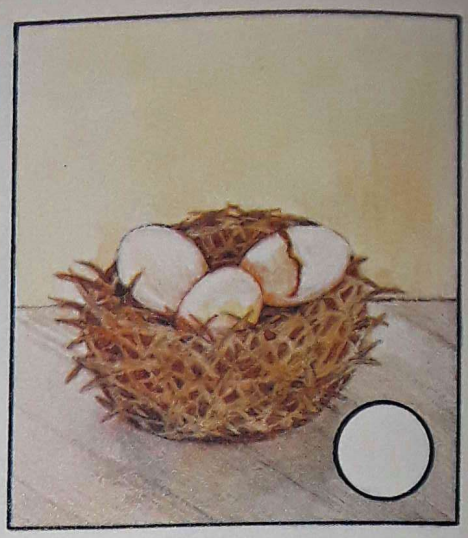
Additional Activity: Have pupils underline the new words hen, who, pig, did, cut, and help each time they appear on the page. Have pupils look for one new word at a time.

"THE HEN AND THE BREAD," 56–63
Introducing the Page: Ask a volunteer to read the title. Have pupils read each set of sentences and then circle the picture the sentences tell about. For the last set of sentences, direct pupils to draw their own pictures to show some things they have done.

WHAT NOW?





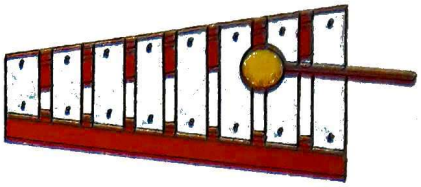


Introducing the Page: Have the title read. Ask pupils to study each picture in a row. Tell them to decide which picture comes first, which comes second, and which comes last. Have them write the numbers 1, 2, and 3 in the circles to show what happens first, second, and last.

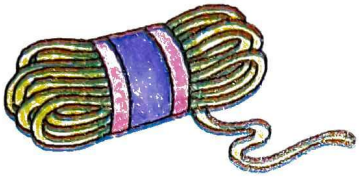
Additional Activity: Have pupils draw a picture to show what happens next in a sequence. Then have them tell a story about all the pictures in that sequence.

Put in v, y, w, z, qu, x

1. vest



2. ylophone

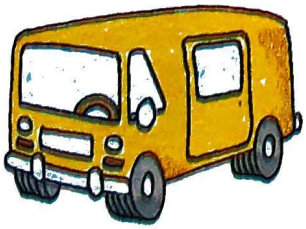


3. arn

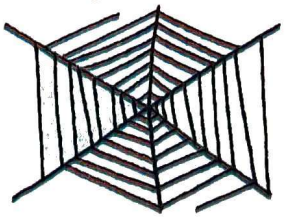
4. arter

5. ebra

6. ipper



7. an



8. eb

Decoding: v (**v** van), y (**y** you), w (**w** web), z (**z** zebra), q(u) (**kw** queen), x (**z** xylophone)

"THE HEN AND THE BREAD," 56–63

Introducing the Page: *Help pupils name each picture. Have them write the initial consonant or the letters qu to complete each picture name.*

Additional Activity: Ask pupils to suggest other words that begin with these letter-sound correspondences. Write the words on the chalkboard for them to copy and illustrate.

We See the Game

feed it seed

meet at a jeep

see a beet

a bee on a weed

the same game

wade in a lake

He is here.

She is here.

Introducing the Page: Call on a volunteer to read the title. Have pupils read each phrase or sentence, examine the accompanying pictures, and draw a line from the phrase or sentence to the picture it tells about.

Additional Activity: Have pupils circle all the words that contain a-e (ā whale). Have them draw a line under all the words that contain ee (ē see). Have them mark an X on the words that contain e (ē she).

"THE HEN AND THE BREAD," 56–63

Introducing the Page: Identify the pictures with pupils. Then have them say each picture name to themselves and write the letter m, x, or d in the space next to the picture, depending on the consonant sound(s) with which the picture name ends.

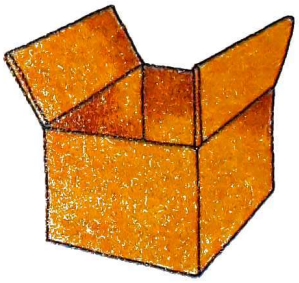
Additional Activity: Encourage pupils to think of other words that end with these consonant letters. Write the words on the chalkboard for pupils to copy and illustrate.

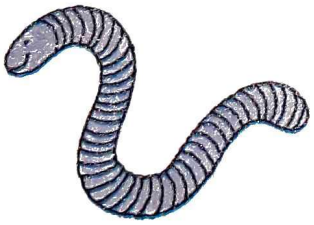
m x d

1.

2.

3.

4. 

5. 

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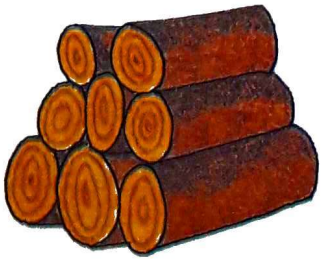
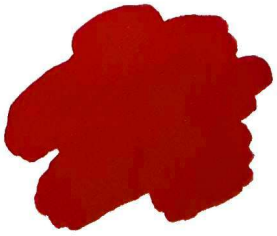
7. 

8. 

1 + 1 = ?

1. is + not = isn't

2. does + not = _____

3. can + not = _____

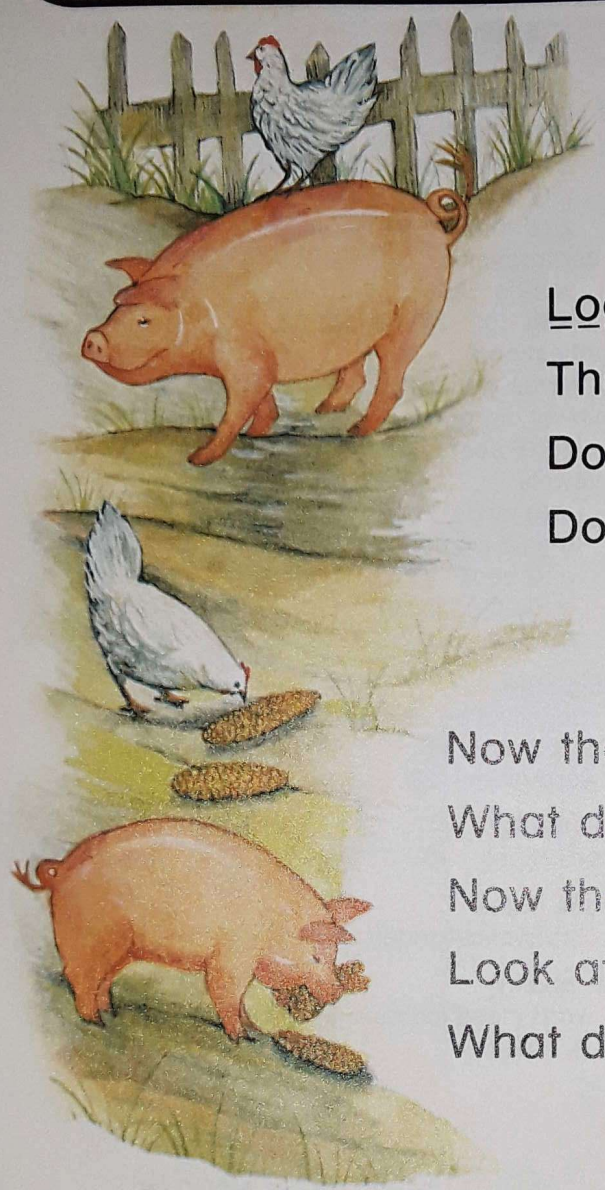
4. have + not = _____

5. has + not = _____

what happens when is and not are added together. (You drop the o and put an apostrophe in its place.) Have them trace the contraction. Then have them write the contractions for the rest of the words on the page. (You may want to point out that in the case of can't, an n was dropped in addition to the o.)

Additional Activity: Have pupils choose one of the contractions to include in a sentence. Have them write the sentence and illustrate it.

Look . ? !



Look at the hen ? (!)

The hen is on the pig . ? !

Does the hen like the pig . ? !

Does the pig like the hen . ? !

Now the hen will eat . ? !

What does the hen like to eat . ? !

Now the pig will eat . ? !

Look at the pig eat ? !

What does the pig like to eat . ? !

What do you like to eat?

Additional Activity: Have pupils make up another episode in the story of the hen and the pig, illustrate it, and write a sentence to go with it.

"THE HEN AND THE BREAD," 56–63

Introducing the Page: *Have pupils draw a line under each word that begins with a capital letter because it is the first word in a sentence. Then have them circle the appropriate end punctuation mark. Finally, help pupils write an answer for the last question, using correct capitalization and end punctuation.*

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GINN READING PROGRAM

LEVEL 3

GINN AND COMPANY

38313-7